

CHILD-WELFARE MAGAZINE

Vol. X.

OCTOBER, 1915

No. 2

President's Desk

There can be no doubt that the Home Education Division of the U. S. Bureau of Education is filling a long-felt need among the people. Over 800 letters received during August and 7,209 reading courses sent out shows but a portion of the work done in this office. Two hundred and forty-six people asked for help in organizing parent-teacher associations.

Home Education
Division U. S.
Bureau of
Education.

This is a large increase over the work of August last year. The National Congress of Mothers and Parent-Teacher Associations may well be gratified at the service it is rendering in supporting its part of this vital and fundamental educational work. The coöperative plan has proved mutually helpful.

You can help in two ways—interest as many parents and children as possible to take the reading courses by making it widely known that they are available. Also send lists of mothers of babies under two, that they may receive the bulletin on "The Care of the Baby."

The list of One Thousand Good Books for Children should be owned by every mother, every library and every parent-teacher association or mother's circle. Send five cents with orders for this as the free copies have all been taken.

The fifty-third annual convention of the National Education Association was held in Oakland, Cal., August 16-28. Many other educational bodies met at the same time.

National Congress
of Mothers and
Parent-Teacher
Associations Con-
ference in Associa-
tion with National
Education Associa-
tion, Oakland, Cal.,
August 24.

The two sessions of the National Congress of Mothers and Parent-Teacher Associations were held in the ball room of Hotel Oakland.

P. P. Claxton, U. S. Commissioner of Education, presided at the first session, which was so crowded that many were turned away. Mrs. Hubert N. Rowell, Vice-President of the National Congress of Mothers, presided at the second session. Supt. Mary C. Bradford, of Colorado, spoke on Kindergartens; Supt. Francis, of Los Angeles, on School Education in Care of Babies, which has been successfully given in that city; O. M. Plummer, of Portland, Ore., Board of Education, Supt. of Kindergartens, Clara S. Brown, of Pomona, Cal., Mrs. Frank A. Gibson, of Los Angeles, were on the program, which was one of much interest. This was the second conference arranged by the National Congress of Mothers and Parent-Teacher Associations in California during the Exposition.

The Montana Branch of the National Congress of Mothers and Parent-Teacher Associations in May elected Mrs. John A. Smith, of Butte, as president of the newly formed state branch.

**Montana Loses
First State
President.**

Mrs. Smith had ably held the office of state organizer, and had done much of the preliminary work which made the first Child Welfare Conference in Montana such a success. A woman of executive ability, a college graduate, a happy wife and devoted mother, she was unanimously chosen to lead the work in Montana. During the summer, she went to California to visit her mother. In her absence, while her husband, a lawyer of high standing, was alone in their home, a burglar entered it and shot him so that death ensued.

Under this crushing blow Mrs. Smith has given up the state presidency and has gone to California to her mother's home.

The deepest sympathy of the officers and members of the congress is hers. An able leader has been taken from Montana.

Mrs. T. C. Brockway, of Butte, Vice-President, and closely associated with Mrs. Smith, is now the leader in Montana.

She has a clear grasp of the work, and what it will mean to the children of the state, but feels deeply the blow that has come to her and all the leaders who honored and loved Mrs. Smith.

Ten years ago a father and mother temporarily deprived of the means of support placed their three children with a Children's Aid Society. No information was vouchsafed as to where the children were placed, no visits or correspondence permitted.

When they wished to take their children again no clue could be given as to their whereabouts. The drowning of the oldest boy and the publishing of this news with his photograph was the first news a distracted mother had of her children. Since then one of the others has been found, but the third is still missing. This is but one of many similar cases where private societies, through change of officials and incomplete records, have lost trace of children.

Such a system of dealing with children should not continue. Transfer of land must be recorded in a public place, where for years to come the transfer can be seen. Children, so much more important than land, should not be placed away from their parents without a record other than that kept by voluntary societies.

Every state should provide a system which would make it impossible for all trace of children to be lost.

Registration of births is rapidly becoming the law in all states. Registration of transfers of children from their natural guardians and consent of the juvenile court for such transfers would prove a safeguard to children. It is a measure that is demanded for protection of child welfare.

A witty but unenlightened writer in the June number of the *Nurses' Journal* states that there is *no literature concerning children* between the ages of two and one-half and six years of age and asks why.

**Is there no Literature
Concerning
Children between
Two and Six.**

Can the writer have indulged in a Rip Van Winkle sleep that she can make such an assertion! With all of Froebel's great literature, with that of Jean Paul Richter books, of Elizabeth Harrison, Miss Susan Blow, Mrs. Kate Douglas Wiggin, Montessori, Dr. Nathan Oppenheim, with the publications of many other men and women of the present time who have given their lives to child study, such a statement would indicate that the writer has been asleep and unconscious of all that has been done, and is being done to help in the understanding of little children and their development.

The Home Education Division of the Bureau of Education is giving

special attention to this, and is preparing bulletins for nation-wide distribution. The National Congress of Mothers and Parent-Teacher Associations has for years furnished literature on this subject. It is today coöperating with the International Sunday School Union in preparation of material for use in parents' classes in addition to that already available.

The physical life of the child has been the theme of many able men and women. Every kindergartner counts it her privilege to use Froebel's wonderful philosophy in the development of the inner life of little children.

The bibliography of child nurture from two and one-half to six is already large and is constantly increasing, as it is realized that these are years of vital moment in habit-forming character building, and laying foundations of health.

Mary Roesser, twelve years old, was taking part in a tableau in St. Ignatius Church, Philadelphia, where she represented an angel. To add to the beauty of the tableau, the girls, all dressed in white, carried what are popularly known as "Harmless Sparklers."

**Absolutely Harmless Sparkler
Burned to Death
While Posing as
an Angel.**

Their greatest danger lies in the belief that they are really harmless. Mary's dress caught fire from this sparkler and she was burned to death. Mothers everywhere should know that these sparklers are not harmless, and are not fit playthings for children. Measures should be taken to compel a renaming of this piece of fireworks. Poisons must be labelled. Playthings which endanger life by fire are equally to be feared, and children should be protected. Parents too are deceived by a name that represents the thing as "harmless."

"The sessions of the American Institute of Criminal Law and Criminology, which I attended in Salt Lake as a delegate from the Mothers Congress, August 16, were exceedingly interesting and instructive.

Report of Delegate of National Congress of Mothers and Parent-Teacher Associations to American Institute of Criminology.

The men who have formed this association, and are doing the investigation of the causes of criminality, and seeking the remedies necessary for the prevention of crime, are among the greatest of the lawyers of our time. Their deliberations and conclusions are of the highest importance to the welfare of the nation. Especially the report of the Committee on the Sterilization of Criminals should be heeded by all thoughtful people. The report of the committee is against the introduction of this practice, which is opposed by the instincts of all right-minded individuals. A most stirring speech against this criminal tendency among extreme eugenists was made by Judge Gemmill of Chicago, whose experience in dealing with criminals should give his opinion great weight."

—Corinne M. Allen, Delegate.

True Heroism

The martyr died for his faith. That is fine—

More than most of us do.

But, say, can you add to that line

That he lived for it, too?

In this death he bore witness at last

As a martyr of truth.

Did his life do the same in the past

From the days of his youth?

It is easy to die! Men have died

For a wish or a whim—

From bravado or passion or pride,

Was it harder for him?

But to live—every day to live out

All the truth that he dreamt,

While his friends met his conduct
with doubt,

And the world with contempt,

Was it thus that he plodded ahead,

Never turning aside?

Then we'll talk of the life that he lived.

Never mind how he died.

Training the Child to Observe the Rights of Others

By WILLSIE MARTIN

"No man lives to himself." Never was this more true than of the present hour. It is manifestly impossible for any considerable number of people to be Thoreaus. We are born into a social order. Society is not of our making, it is here independent of our volition or our desire. We are members of society, a society complex, complicated, sensitive and responsive. The old individualistic theory, do as you please, finds no room for continuance in our modern life. In fact, it never has been possible for any man to do as he pleased, for a thousand things shut him round, and a hundred laws of nature and humanity have encircled him with bonds that were not to be transcended. We are in a world of law and order; and individual well being consists in harmonious adjustment.

Now rights of property and of person are the very basis of all orderly society. Man may grow so good and angelic that he will not need law, but he will never outgrow the possession of rights. In fact law is but an attempt through codified procedure to define what are some of the boundaries of the rights which I possess. There can be no social order apart from the recognition of the rights of others. Crime is transgression of the established and recognized rights of others. The menace of the anarchist is that he despises recognized rights of others. Every man, be he rich or poor, ignorant or learned, who violates the rights of others is anarchistic.

Rights began when society first was formed. There were no social rights till Friday came on that Desert Island, then society began. That is to say rights are the lines that separate between thine and mine, and declare that this is my personal possession. Society is composed of individuals and each of these has tracts that are private. Society says: "To pass across my neighbor's ground without a permit is in the nature of a trespass

and to enter his domicile without his invitation is a misdemeanor. To use his tools or the product and fruit of his labor without permission is a crime." Whenever there are folks there are rights. The greater the number of folks and the more complicated their relations the more each individual is restricted.

The right of man to free air may lead to the enactment of a smoke ordinance in a city, to setting certain hours for the burning of leaves. The right to health may lead the city to institute a system of garbage incineration and inspection of supplies and other like movements. The serious social and industrial complications of our day arise from the failure of men and women to recognize and respect the rights of others. Every year we pay a terrible toll in life, production, effort and money because thousands ignore the laws of sanitation and this infringes on the rights of others—to a healthful community. Selfishness, ignorance and depravity are the three great foes of human rights.

The up-march of society can be registered almost mathematically by the widening circles of recognized rights, and the sacredness with which these are respected. Roosevelt trenchantly remarked: "If you would do anything with a man, you must begin with him before he is a man."

Something can be done with adults to secure a greater recognition of rights, but the main hope of the world lies in training the children of the race to a loftier conception of these things and a greater willingness to respect them.

The task is not only one of vision, but one of moral bearing. It means not only the impartation of knowledge but it means also the inculcation of motives, and the building of character. Contentment, a sense of honor, chivalry, obedience, sympathy, good will, unselfishness—all these need to be cultivated and made regnant, if

we are to rightly train the child to respect the rights of others.

To train us to live harmoniously with our fellows is one of the great functions and tasks of education. We are taught how to recognize, use and live with things. We need to be taught how to live with folks, sanely, harmoniously, joyously.

A great war is sweeping away the accumulated savings of thrift in science and art, just because men had not been taught how to live with each other. It is important to be a master mechanic if a mechanic is to be a good citizen, but no man can be a master mechanic, and be worth anything to the world, who is not a good citizen. Science is worth teaching if it is correlated with ethics. If not it is a menace.

I am not one of those who despise the material of childhood. Victor Hugo said, "I am the tadpole of an archangel." Every boy is the tadpole of an archangel, if we will give him the right kind of conditions. We can secure a worthier society and a keener appreciation and holier observance of human rights if we will work to that end.

It will take us all, however, to make the job go as it ought to go. It will require iteration, reiteration, patience, vision, courage, example to work out the problem as it ought to be worked out.

From this theoretical fore-statement I come to a more definite and practical approach to our theme.

The first training for the child to observe the rights of others should be parental. There is a race consciousness that carries each life back thousands of years. In unseen, but real ways, the hands of dead ancestors play a game on the checker-board of my days. Example of a friend whose writing is like his father's. How often our vagrant desires and impulses and proclivities appear in our children. It is a great thing to have come from a law-keeping, law-abiding, law-loving people. It is a great thing to have come from a race who counted it a duty and joy to observe the rights of

others. We can be that kind of parents.

Secondly all those influences in the home should be such as to train the child to observe the rights of others. The first thing to be taught is loving and prompt obedience. In fact, obedience is the foundation virtue of all true character structure. Over indulgence may be a mark of affection, but it is a mark of unwise affection. A child should be taught that there are some things that he should leave alone. In the beautiful story of the Garden we are told that there was a tree with fruit of exceeding lusciousness which two primitive souls were told to leave alone. The parable is clear. In the garden of life, there are many things which we must leave alone, some because they are dangerous, some because we are too immature to use them, and some because they belong to others. This is one of the first things that a wise parent should firmly and lovingly insist upon. For example, the child should learn to respect the toys and playthings of his brother and let them alone. When one is visiting one should insist that her child should not handle all the bric-a-brac of her hostess. To permit a child to do so lessens its sense of the sacredness of possession. Further when one is shopping she should not permit her child to take oranges or pears or grapes from the boxes of the grocery, even though the genial tradesman offers no objection. The child should be taught that these things do not belong to him or you, until you have purchased same, and that he must refrain from ever taking such.

As an aid in helping a child respect the rights of others he should be taught contentment—not to be the slave of things, nor to be miserable when he lacks certain things, which his young neighbors may possess. He should be taught to find pleasure through simple things by the aid of his imagination. He may fight mimic battles with buttons with quite as much zest as though they were little tin soldiers. The creative art should

be encouraged, and the child should be stimulated to make his own playthings and toys. Above all he should be taught not to envy. A great deal of the unhappiness in children and grown-ups comes from a lack of contentment, and from a disposition to be envious. The snatching habit, which is found in some of our schools, is largely the attempt to secure things which one cannot afford.

Further the child should be taught in the home to give and take. That's why a fair-sized family is the best sort of a home in which to grow up, for there by the very force of circumstances the child is compelled both to recognize and respect the rights of others, and there he learns that happiness comes to him as he does thus respect the possessions of others, and that the sphere of his happiness is increased, as he observes the law of sharing. Mr. Chesterton says the mark of a barbarian is "that he has no conception of reciprocity." It is important, therefore, that our children should early learn this important lesson.

In teaching them to observe the rights of others, I think there is still real value in fear. The pain of transgression, and the dread of consequences exercise no small deterrent influence. Luther Burbank says: "that it is a good thing for a child to live with thorns, bees and nettles, for he will early come to understand there are some things that it is not wise to handle." This idea may be applied to many other things as well. But there are many higher motives than fear. Pride, sense of honor, respect for one's family name and affection, may and should all be utilized to influence respect for the rights of others. The habit of being thoughtful and kind should be daily cultivated. The child should be encouraged to do little acts of kindness, not only to members of his family but to a growing circle of neighbors and acquaintances. He should be taught also to be kind to animals, for perhaps in no way will such a habit of respect be better fostered. The child should be

taught to be considerate and loving to all of the domesticated animals, and to feel a personal and friendly interest in all the wild and feathered tribe that belong to his region. He should learn that:

"He prayeth best who loveth best,
All things both great and small
For the dear God who loveth us
He made and loveth all."

Further, in teaching a child to respect the rights of others we should begin by respecting his own particular rights. We should see to it that he has at all times a square deal, both from his little neighbors and from ourselves. If we make him pledges, or give promises it is our part to see that they are scrupulously kept and observed. Do not make a promise unless you are prepared to keep it. Let him have his own possessions. A child will understand what rights mean when he has something that he owns himself. Even a man becomes more self-respecting when he owns private property. Through the affection that a child has for the things that he possesses, his respect for the things which others possess can be enhanced. Too often we treat the child as if he himself were merely a chattel or thing. We love him of course, and yet we violate the sacredness of his own individuality as rudely as a vandal. We burn his little playthings when we are tired of them without as much as if you please, on our part. Many a time a boy has been given a wobbly calf as his, and the boy, with infinite boyish pains and sacrifice, has raised that calf until it is a fine Jersey cow. Then the father, unmindful of the boy's prior right, steps in and sells the cow and keeps the money. All of which has the effect of teaching the child an utter disregard for the rights of others. In the third place the school should be a training ground in the principle of rights. I am not one of those who believe that all the responsibility should be dumped on the public-school system. We have done

too much of that already. It is well to point out perhaps that the whole scheme of the school regime is calculated to foster and secure such respect. Order is maintained by one child, only, speaking at a time, or by all children keeping still. This is manifestly a lesson to the new pupil that his own comfort and the comfort of others can only be secured by mutual respect for each other's rights. In the school each child is supposed to possess his own things, which are kept separate from those of his neighbor. As he values his own treasures, he is taught so to value those of the others. Then in the matter of health and cleanliness the school insists that the child must be cleanly and healthy. The teacher says if any child comes from a home where there is serious sickness he may give that sickness to every child in the room. Let me add parenthetically to you mothers that if we permit our children to come from homes where there are infectious and contagious diseases it is wanton cruelty, and is endangering the health, the comfort and the very lives of the whole class-room. In the school the order is to be courteous, which is but an appreciation of the rights of others, and there is no better field on which one learns respect for the rights of the other fellow, and for his point of view, there is no place where democracy is so real as on the playground of our public school.

In my judgment one of the best agencies for teaching the child the rights of others is the system of supervised play. For the very nature of the play presupposes that it is according to rules, and each under the rules must be treated alike. The trouble of unsupervised play is very frequently that the bully does all the pitching, but where the play is supervised there is some rotation in office, and the bully learns to scout as well as pitch. In team work, which is required in these games, one learns obedience, prompt obedience to orders, he learns to subordinate himself for the good of the whole. Thus the batter may sacrifice to

advance the runner, thereby securing a score for his team. It seems to me that in the public schools there ought to be a practical attempt to teach civics. Not to be thus designated as a course, but to be a conscious attempt of the teacher to train the child to have civic feeling and a measure of civic responsibility. It would seem to me that it might begin through the use of the flag or use of little flags in marching. The child will thus come to love and reverence the flag and the country for which the flag stands. The story of our great national heroes cannot be made too much of, and the emphasis that their greatness comes largely from their willingness to serve, to forget themselves and advance the rights of others. There should be days given over to a recounting of the deeds of these heroes, for even mouthing over the speech of another which extols these great worthies furnishes unconscious material for the building of a like character. It would seem that occasionally in the class the teacher might sit in quiet conference with her pupils, even as a mother might sit with a group of her children, and ask: "Are we good Americans," and then talk over what it means to be a good American. Thus the boys can be taught to be gentlemanly and the girls sincere, they should be taught chivalry, a respect for age and a feeling of sympathy and a desire to help the less fortunate. In some of these talks on good Americans the question might be raised as to how they might help their town, the things that injure our towns, and some boy would point out that the seeds of weeds are carried far, and thus the school children would be enlisted to destroying weeds, and plant flowers to beautify the face of the community. One of the best ways by which a child learns to respect the rights of others is by the force of example. We, parents, teachers and citizens may teach and do teach this regard or disregard of rights by our own personal example and influence. The man who is tricky in trade or craft is

teaching his son and all others with whom he deals a disregard for the rights of others. The man who blows cigarette smoke in your face and fills the common air with vulgar speech by these very acts is teaching disregard for human rights. The man who is unmindful of the comfort and the well being of others is teaching his own son to do likewise. But the man who works honestly, who does some costly things sometimes for the sake of others has taught his own son a most wonderful lesson in regard to the rights of others. The woman who cheats her vegetable Chinaman, who snitches from her grocer when she is down town, who steps in and surreptitiously helps herself to her neighbors' flowers and fruit is furnishing her children and her neighbors' children a most pernicious example. The woman who is so unthoughtful as to sit with a big hat which obscures the vision of others at a concert, who crowds and pushes at a bargain sale, or a matinee is not giving the right kind of an education in this matter. Often what we are and do counts infinitely more than what we say, and all our preaching and exhortation is ruined by the force of a wrong example.

The child, in my judgment, should be taught in the very beginning a feeling of social responsibility, that the world does not move for his comfort alone, but that he is one among many and that it is the business of each to promote the comfort of all. Nothing is more injurious to good order than a rigid individualistic

attitude in a social age. Children will readily respond to this sense of social responsibility. The change in the conditions of New York which Colonel Waring effected through the aid of the children of New York City is a patent illustration. Through a band of mercy Miss M. M. Murphy has wrought a complete change in the neighborhood of Jefferson School, at First and Tehama Streets, in San Francisco. Coöperation by all the children of the land in outfitting the Christmas ship for the little children across the waters, whose homes are darkened by the most terrible war of history, furnished a most beautiful opportunity for the child to learn through doing to regard the rights of others. Our knowledge never becomes valuable until it has been expressed in deeds.

There are many rights which the law does not recognize. The finest type of man is always seeing rights long before they are ever expressed in terms of law. Law after all is but the expression of public sentiment and opinion, and is usually about ten years behind it. It is not enough to be what Mr. Roosevelt calls "Law-honest," that is to observe merely the rights which the law demands, but it should be our business as parents, teachers and citizens to train in the child the noble function of seeing rights that are not yet demanded by the code. The story of the Good Samaritan is a beautiful illustration of this idea. Into this realm every child can be led.

The One Who Wins

The man who wins is an average man,
Not built in any particular plan,
Nor blest with any particular luck—
Just steady and earnest and full of pluck.
When asked a question he does not "guess"—
He knows, and answers "No" or "Yes";
When set to a task that the rest can't do,
He buckles down till he puts it through.
Three things he learned: That the man
who tries

Finds favor in his employer's eyes;
That it pays to know more than one thing
well;
That it doesn't pay, all he knows to tell;
For the man who wins is the man who works,
Who neither labor nor trouble shirks,
Who uses his hand, his head, his eyes;
The man who wins is the man who tries.
—Selected.

The Credit System in the Home*

By MRS. MILTON P. HIGGINS

Mrs. Rollins was in a quandary. An open letter lay in her lap. She was at the beach in a fine little cottage with her four children—all lively youngsters, three boys and a girl. All perfectly well and frightfully noisy. Just at this moment the two-year-old Lonzie was screaming and squealing upstairs to the evident delight of six-year-old Chester who was amusing him, and whose laughter combined with the squeals made their mother look up apprehensively as if she expected the roof would fly off.

Then she glanced down at the letter again. "How can I leave them," she meditated, "and yet Stanley wants me to go on this trip with him." "Which is the most important, my husband or my children?" Suddenly she said, "I know what I'll do. I'll write mother." She went to her desk and wrote the following:

Dear Mother,

Stanley has to go on business to the northern part of the state next Friday. It is up among the mountains and he wants me to meet him in Boston and go with him. He is going by auto. But how in the world can I leave these children. Even now Katie is pulling at my dress and asking me to thread her needle. You would be surprised to see how well she is doing in sewing for a seven-year-old girl. She is embroidering a bib in red for Cousin Richard. Roland is down at the beach but he won't stay long without the other children. They are all well and happy and Roland is a great help, but this everlasting question of "What shall I do next, mother" has to be answered fifty times a day, and if I could get away for a little while I would come back feeling so much better: Do you think, Mother, that you could come down for a week or so and take my place. If you do decide you can, you will certainly give a much needed rest to your loving daughter.

CAROLINE.

P. S. Oh, mother, I want to tell you that if you do come you will have to see that the children wash their hands and faces and brush their hair and clean their teeth every day, for they will never remember to do it.

CAROLINE.

Anxiously Mrs. Rollins awaited the answer to her letter. In two days it came and following close after it, her mother, Mrs. Leslie, arrived. The children were all delighted to see their grandmother and almost smothered her with hugs and kisses while Mrs. Rollins exclaimed, "Oh mother, how good of you to come. I hope you won't get sick in the midst of all these youngsters. Make them obey you. They are good as can be, but oh, they are so lively. More so than when you were here last year."

"Never you mind, Caroline," said Mrs. Leslie, "you go ahead with your packing. The children and I will be all right. Here, Roland, lift mother's dress suit case up into this chair. Why, Chester, what a big boy you have grown to be. I saw the cutest little home as I was coming up the path just outside your yard. Oh, how all the little fellows were working, running back and forth with bundles bigger than they were themselves. Suppose you take Lonzie and see if you can find this home and watch the little ants as they are building their house, but don't let Lonzie step on it and destroy it." Off started the little boys.

"What can I do, Grandmother," asked Katie. "Here," said Mrs. Leslie, "take this pin ball and fill it with pins for mother. Here they are. Put them in straight."

"Now, Caroline, here is a cup of tea I asked Margaret to send in and you are to sit down and take it easy for the next fifteen minutes. Don't worry while you are away. I will telegraph if anything happens or if the children are taken ill."

Fifteen minutes later Mrs. Leslie and all the children, Lonzie on nurse

* Read "School Credits for Home Work," by L. R. Alderman.

Isabella's lap and Caroline with her dress suit case under the middle seats were whirling to the station.

Arrived there they had to wait five minutes. There were a hundred things Caroline wanted to say to her mother, but the children were all talking.

Mrs. Leslie pulled out of her shopping bag a rubber ball. "Here, Roland take this ball, go over to that green grass and play with the children until you hear the train whistle." They piled out of the automobile and were soon busily at play. "Oh, mother," said Caroline, "what a relief it is to have you here, but remember if it is too damp for you and you have rheumatism you must send for me right away."

"Don't you worry," answered Mrs. Leslie, "you never knew me to be sick, did you?" "No, but you do have rheumatism, you know and these children are such a constant care. Don't let them drive you wild. There's the whistle. I really hate to leave. Let me hear. I can come back any minute. Good bye, children" (for by this time they were all crowded about their mother and Lonzie was putting up his arms expecting to go with her).

As she entered the train nine-year-old Roland handed up the suit case and promised he would help Grandma all he could, the children shouted "Good-bye" and mother was gone.

"Well," said Grandma to the now very sober children, "shall we go round and say how do you to to Miles Standish on the way?" "Yes, do Grandma," they shouted. So around by the Duxbury monument they ran their automobile and looked once more at the statue of the brave Plymouth warrior as with arm outstretched he stood gazing far out to sea guarding the whole of Plymouth bay.

Once more at the seaside home, after the children were sound asleep that night Mrs. Leslie with pencil and paper sat thinking and writing, until at last, as she retired, she said, "It's an experiment. We'll try it out."

The next morning at five o'clock she was awakened by hearing little Chester sing. Very high and clear was his voice and pretty soon he was evidently answered by Lonzie. Then Katie started and Roland woke up and Mrs. Leslie found that sleep was impossible and she might as well wake up. "We'll put a stop to that," she said under her breath.

Finally breakfast was served, after which Mrs. Leslie gathered them all in a group and read the Bible, which Chester proudly produced as he had received it at church on the last Children's Sunday. She chose the incident of the curing of the man who had the palsy, making it real by showing how he had to be let down through the roof to get near to Christ and how he rolled up his mat and walked to his home at Christ's command. Then all together they kneeled and repeated the Lord's prayer.

Immediately after, Mrs. Leslie called the three older children and said, "We are going to try a new game which I think you will like. We will call it the credit game. I am going to give you credits for doing things. Here is the list I made last night. Roland, you may read it."

Dressing and washing face and hands with hair brushed	5 credits
Making bed good	5 credits
Dusting living room and putting it in order	10 credits
Brushing up sleeping room and putting it in order	5 credits
Working one half hour at anything mother or grandmother will give you to do, such as washing and wiping dishes, shelling peas, breaking string beans, weeding in the garden, etc.	10 credits
Good manners at table per day . .	15 credits
Cheerfulness all day	15 credits

On the other side of the sheet was the following:

Credits to be deducted.

Making a noise before seven o'clock in the morning	10 credits
Selfishness	10 credits

"Now, when you have earned 200 credits," explained Mrs. Leslie, "you

will be given a badge, a button with a star on it to pin on as a badge, or as we are in the country where we can't buy the buttons, I will make you a little rosette of the red, white and blue ribbon. When you have five hundred credits you will be given a little clam shell pin, such as you saw in the store the other day, to wear on the rosette, and when you have one thousand credits you shall go to the store with me and pick out anything you want that costs a dollar.

"Who will keep the accounts," asked Roland. "You must each have a blank book," Grandma replied, "and put it down every day so as not to forget. When I am not here Mother or Isabella must see that you put it down correctly. Of course the 'Good Manners' and the 'Cheerfulness' you can't put down until after supper or early the next morning." "When can we begin," asked Katie. "Now," replied Grandma, and they hastened off to make their beds, coming soon after to have them inspected to see if they could put down the first five credits.

What a busy week followed. Margaret in the kitchen was besieged to let them shell peas and wipe dishes. There was good-natured rivalry to see who could have the opportunity of dusting the living room. Isabella gave Chester the chance of working with her in making beds and little Lonzie was in great demand, as he was too young to wander out alone, and a half hour's taking care of him was always on hand and meant 10 credits. Chester, the little fellow who always waked up early, now crawled out silently from bed and dressed, so as to help Margaret shake down the ashes and lay the kindling in the kitchen stove.

Yes, it worked. Sometimes at first Grandma had to say, "No, your bed is not made well enough to give you the five credits, but I will show you how to make it so you will get the credits tomorrow." She found also that they needed a lesson in shelling peas. They all gathered around her while she took up a well-

filled pod and said, "Each one do as I do. Turn it in your left hand so that the round end is just beyond your thumb. No, Chester, yours is upside down. Turn it over. That's right. Now take your right thumb and see if you can make it pop open and show you all the peas inside. Isn't that fine? Now we will all work together till we learn how to do it right. I must tell you the little story about the 'Five Peas,' that Hans Christian Andersen wrote. It begins 'Five peas lay in a pea pod. The peas were green and the shell was green and they thought the whole world was green. By and by the peas grew yellow and the pod grew yellow and they thought the whole world was yellow. When suddenly the pod was broken open by a little boy and the five peas lay in the boy's hand who said they are fine for my pea shooter. So all these five peas went shooting off into different parts of the world and one was shot up under an attic window where there was a little earth and it grew, climbed and blossomed and cheered a sick girl and she got well.' That's all I remember now. Our peas are all shelled and, dear me, it's ten o'clock and you know today it is high tide at eleven. You will have to go in bathing pretty soon."

"May we put on our bathing suits now?" asked Roland. "Yes, and you may play on the beach until Isabella is ready to go in." Off they ran, too busy to have asked a single time that morning What shall I play? too full of ambition to accomplish something really worth while to think of being tired. Immediately after the noon meal each one went to his room and lay down and tried to go to sleep. They declared they couldn't, but they all did take a little nap and woke up fresh and ready for play.

Yes, it did work. Day after day the work which was a privilege was better done, and when the day arrived when Roland won the first rosette to be fastened to his left breast he was very proud, and even when he put on his bathing suit he

pinned it on, taking it off just before he went into the water. He was very anxious to have Katie and Chester catch up, so as to wear rosettes, and he would give up doing things that they might add another half hour to their credits. Did they tire of it? Not a bit. Once Chester fell down and hurt himself. He began to cry, but fearing to lose his credits on cheerfulness he tried hard not to cry. "That won't make him lose, will it, Grandma?" said Katie. "No," said Grandma, "he showed himself to be a brave boy."

Mrs. Leslie found that she had to answer many questions like this, "Are my hands clean? Is my room neat? Did I have good manners at the table? Have I been cheerful all day?" But what mother or grandmother wouldn't love to answer such questions and when the thousand mark was reached who wouldn't love to be the one to go into the wonderful toy shop and let the winner buy a dollar's worth of just what he or she wanted.

Some mother may say I do not believe in the principle of working for a reward, but who of us is not working for a reward of some kind—the esteem of our friends; the respect of our neighbors; the joy of a work accomplished. How great a reward it is when some one says to you, You have helped me to be a better woman or you have influenced me in my daily life to live with higher ideals than ever before.

But what about mother when she came back rested and found things in full swing, everybody working, and

no more discontented children saying "Oh, dear, what shall I do?" Instead, their play was sweetened by their work. She had telephoned her mother to find out how the children were and her mother had replied, "First rate. I'm training them. Aunt Amanda was here last week and was inclined to pity little Chester because when he had put on his best suit for breakfast he had to go back and change it all by himself. She felt that the nurse should have laid it out for him the night before, but I said he won't always have a nurse. It won't hurt him to change it himself. The children are all right, Caroline."

"Well, mother," came back from the other end, "I'm glad you have them well trained, I will be down Friday."

Sure enough, on Friday they all went again to the station, this time to meet mother. How well and rested she looked and how glad they were to see her and how anxious to show their red, white and blue rosettes, and Roland had the little clam shell pin surmounting his rosette. Mother was delighted, and when she found her bed made and her room all dusted, and as Roland said "neatened up" she realized afresh that the children are the life of the home.

When a task becomes a privilege, when the habit of cheerfulness is made an integral part of the home, the whole atmosphere is laden with high ideals and it surely is the very best place on earth.

Mothers, try the experiment. It will work.

Our Babe

By C. B. BURROWS

Helen—joyous little soul—
Such wealth of love you brought to us,
Just one short year ago,
Has shown me what my work is worth—
That only love can count,
That it alone is needed here
And scatters fear and doubt—
An hour with you is like

A rare, pure breath of spring,
Where only sweetest thoughts are known,
Like a bird burst into song,
And when away from you, my babe,
The memory of your smile
Lights up the whole sad world for me,
And makes life what it ought to be.

Absolutely Incapable?

By MRS. M. L. FULKERSON

Elsie Walton came to Freeport with her parents and little brother when she was seventeen. When she entered the Freeport public school she had no documents to prove her standing as to scholarship. "We left back East before the report cards were given out," she said when she met her new principal in his office.

Very convenient isn't it, to have our minus-quantity children leave us before the time comes to "give out report cards"? It saves our reputations, in a way, if the records show all good grades. We do not stop to think that those pupils who are marked "Changed residence" in the register may have occasion to tell where they attended school last and who their teacher was. Isn't it just possible that our teaching ability may often be judged by the showing made by these minus-quantity-no-report-cards pupils who leave us? Elsie said, "I think I can do fifth grade work all right."

Elsie's mother said, "Elsie's smart, but it just happens that she's been unlucky with her teachers. There ain't none of 'em been willing to push her on like she'd ought to go. The last one had a spite against her."

The Freeport principal thought best to make immediate decision in Elsie's case lest trouble ensue and trouble is always inconvenient. "Yes, Elsie," said he, "I think you should be able to do the work in the fifth grade, and I'll put you there for the present and if you find it too easy you can step up to the next grade." "Thank you, sir. I'm glad we come West where Elsie will have a show with the other girls," and Elsie's mother with a face like a good-natured full moon waddled out of the office.

Elsie was busy all the time but she didn't seem to enjoy the school work as far as the regular routine was concerned. If there were any school room decorations to be put up she

could do it quicker and more artistically than the teacher. When the school sang, her voice led all the rest. She could "speak a piece" on short notice, but she could not remember dates in history nor solve a "clothed problem" in arithmetic, no not even if she were kept in at recess for a week.

In Freeport the school records were kept in a big leather bound book. There was a space for each pupil's name, age, previous condition of servitude, final examination grades, and the last space was headed "Remarks." When the school year ended, the fifth grade teacher wrote opposite Elsie Walton's name, in the space set aside for "Remarks," "Absolutely incapable," with a good, strong underscore.

The next year, having failed to "pass," Elsie was ashamed to re-enter the public school, so she enrolled as a special student in a little denominational college in the town. When she had been there three months the principal of the public school chanced to meet the president of the college in the barber shop.

"How is Elsie Walton doing this fall?" asked he of the public school.

"Absolutely nothing," said he of the college. "We just tolerate her and allow her to remain because she wants to, but she is a girl who will never amount to anything. She has no ability for anything cultural."

Two weeks later the college issued invitations for a recital, and as I passed into the chapel I was given a printed program, the first number of which was, "Address of Welcome, by Miss Elsie Walton." The third number was "Solo, by Miss Elsie Walton," and so on down the list, Elsie appearing in one way or another in about one-half of the program.

By and by a new preacher came to town. Was it the college president who arranged for his arrival? No, it was Elsie Walton who marshaled

forces and scrubbed the shabby old parsonage until it fairly shone. Elsie believed that "Cleanliness is next to godliness," and did all she could to put it there. It was Elsie Walton who planned the formal reception in honor of the man of God, though the college president stood at the head of the receiving line.

When May day came it was Elsie Walton who drilled the children of the Sunday school for the exercises on the college campus and superintended the winding of the May pole.

It was Elsie Walton who decorated the chapel for the commencement

exercises in June. It was Elsie Walton who took care of the president's baby while his wife played the march for the graduating class.

Elsie was everywhere, yet "She had no ability for anything cultural."

Someway, deep down in my innermost soul, there lurks a thought that perhaps Elsie was allowed to remain in the college because they could not possibly get along without her.

Absolutely incapable? Think twice before you write it in the big leather bound book of judgment, and then think again.

Sierra Educational Review.

A Book for Young Mothers

By ELIZABETH HARRISON

President of the N. K. C.; Vice-President of the N. C. of M.; Author of "A Study of Child-Nature," etc.

INTRODUCTION

A half century ago, when the grandmothers of the present generation were young mothers, and the college girls of today were undreamed of, Mr. Herbert Spencer startled the world with these words:

"If by some strange chance not a vestige of us descended to the remote future, save a pile of our school books, or some college examination papers, we may imagine how puzzled an antiquary of the period would be on finding in them no sign that the learners were ever likely to be parents. 'This must have been the curriculum of their celibates.' We may fancy him concluding, 'I see here an elaborate preparation for many things; especially for reading the books of extinct nations and of co-existing nations; but I find no reference whatever to the bringing up of children. They could not have been so absurd as to omit all training for this gravest of responsibilities. Evidently then this was the school course of one of their monastic orders.'"

He then stated what was to him "an astounding fact" that no in-

struction was given to young people concerning the treatment of their offspring although the large majority of them would sooner or later become parents.

Since that time those of us who have been at work in the educational field have seen the rise and spread of the kindergarten, the introduction of domestic science into high schools, the formation of mothers classes, the nation-wide Congress of Mothers, and the more important Parent-Teachers association, Child Welfare societies and international congresses for the same purpose; and some of us have been almost overwhelmed by the number of magazine articles and books (good, bad and indifferent) that have streamed forth from the every busy press. And yet, when we turn the page of Spencer's book and read "Consider the young mother and her nursery legislation. But a few years ago she was at school, where her memory was crammed with words and names and dates, and her reflective faculties scarcely in the least degree exercised—where not one idea was given her respecting the

methods of dealing with the opening mind of childhood; and where her discipline did not fit her in the least for thinking out methods for her own. The intervening years have been passed in practicing music, in fancy work, in novel reading, in party-going; no thought having yet been given to the grave responsibilities of maternity; . . . And now see her with an unfolding human character committed to her charge. See her profound ignorance of the phenomena with which she has to deal, undertaking to do that which can be done but imperfectly even with the aid of the profoundest knowledge.

She knows nothing about the nature of the emotions, their order or evolution, their functions or where use ends and abuse begins. She is under the impression that some feelings are wholly bad, which is not true of any of them; and that others are good however far they may be carried, which is also not true of any of them. And then, ignorant as she is of the structure she has to deal with, she is equally ignorant of the effects produced on it by this or that treatment.

Notwithstanding the advance that has been made in our more intelligent communities toward the right education of woman for her chief work of "mothering" are there not yet thousands and tens of thousands of young women growing up in the state of ignorance described above? Even where educated physicians and trained nurses have done what they could to instruct the expectant mother as to the laws of health necessary for the well-being of her child, and have guarded the life of her new-born infant for the first few months of its physical existence, how many of them have cautioned her concerning the *peace within* needed by the young babe during its absorbant first months how much do they enlighten her as to the value of smiles and gentle tones in the first dim awakening of its emotional life and of the injury done to the spiritual growth of this tender inner life by frowns and harsh, angry tones? Do they instruct her how to

watch for the early manifestations of inherited instincts, and the wise guidance of inborn impulses? Do they convince her that her child's affections, interests, will-power and sense perceptions are awakening and growing as well as his digestive organs, his nervous system, and his muscular strength, and that the care of these invisible but important parts of her child are—just as important, shall I say—as the care of the little body which is to be their chief instrument in after life. How many of them tell her how her child's love shall be developed beyond mere physical fondling? How his sympathy for and interest in human beings shall be fostered? And yet so much of his future happiness and richness of inner life depends on this. Froebel says that an infant's first answering smile as he looks up into his mother's happy face is the dim awakening of his social instinct. Has she learned from them that armaments and parliaments and arbitrations and conventions of peace advocates will not banish war and its horrors until hatred and greed and jealousy have been conquered in the hearts of little children and generations have learned to realize that the great battles of life are within a man's own breast, and that the greatest progress and wealth come from coöperation not only in community life, but in international coöperation? Does she know how to prove to her child that man *is* his brother's keeper whether he will it or not. The great thought of social-psychology is not yet half comprehended. We have talked of these things but we have not *lived* them. They have been matters of the head and not of the heart and the will, as true psychological insight teaches us they must be. Do they show her how to meet the little one's first lie? or what a real lie is? Have they explained to her what it means to starve a child's imagination? Does she know the weakening effect upon his intellectual growth as well as his moral character of letting his imagination run riot? How is she to guide it

and yet not check it? These and a score of other burning questions rise up when we think seriously of the loving but too often blundering training given to our young girls.

Some years ago I wrote a small book entitled "A Study of Child Nature" in which I tried to explain how a study of the psychological needs of a child were as important as was the study of his body. I based my illustrations upon the insight obtained from my study of Froebel's "Mother Play" and confirmed, not only my own experiences with children, but by the testimony of many mothers. In the book was a short chapter on *punishments*. The facts stated in this chapter were so self-evident to me that I was much surprised to find it attracted more attention than any one chapter in the book. I soon began receiving letters from all directions. They came not only from all over the United States but from England, France, Germany, Sweden, Bohemia, Bulgaria and even from China and Japan. From that day to this I have had a more or less continual correspondence as to how this, that, or the other misdeed should be met. Not long ago a Constantinople editor told me that he had translated the book into the Armenian language and reprinted it in his Armenian newspaper under the title of "Letters from an American Lady." At first, all went well. He stated that the

paper double and tripled in circulation until he printed this chapter on *punishment*. The next day after it appeared the chief of the police department of Constantinople came to the newspaper office and informed him that his paper would be confiscated if he published any letters from that American lady, as the Sultan did not wish his subjects to be given the American idea of justice.

I have recently been asked to write something concerning "Child-Study" (as I understood the term), which could be easily applied to the everyday problems of child-life. It has seemed to me that I could make no better beginning than by starting with the first fundamental need of every human being, namely, that he or she should be treated with justice. For out of the feeling of being justly treated arise faith and hope and love, courage and creative energy, and true self-respect is thereby fostered. While from the feeling of being dealt with unjustly come distrust, despair and hatred, as well as the weakening of courage and the deadening of the divine impulse of creative energy. A child feels the effect of the one or the other treatment far more than we do. His emotions are stronger than his reasoning powers hence he is more helpless and in a more impressionable state. All nature teaches us of the need of care in handling tender young plants and animals. Are tender young souls less important?

A New Thought for the National Holiday

A National Americanization Day Committee including the names of many prominent and patriotic citizens issues an appeal to all cities and towns to make the Fourth of July a day on which all citizens—foreign-born and native-born alike—will rally together as members of a united nation. The Committee invites correspondence on

the subject, and will furnish programs and suggestions for town and city celebrations to forward its patriotic purpose. The idea is admirable. True patriotism is not absolutely inherent even in those who have sprung from the soil, and like every other excellent thing will bear cultivation.

New Books

The Contents of the Boy. E. L. Moon. Eaton & Mann, New York.

A book which cannot fail to help those who are bringing up boys.

Mr. Moon sees into the heart of the boy and knows how to meet the questions which come all along the years from infancy to manhood. Sympathetic understanding of boy nature, belief in its divinely implanted possibilities combined with experience of a father and genuine love of boys characterize every page of this helpful book. It should be added to every parent's library.

Francis W. Parker School Year Book, Volume IV. June, 1915. 187 pages. Over 70 illustrations. Francis W. Parker School, Chicago.

This volume, prepared by the faculty of the Francis W. Parker School, Chicago, deals with "Education through Concrete Experience—A Series of Illustrations." It is a distinctive contribution to literature on education, and presents in a variety of phases the work which has been carried out in this school. Those who have read Volumes I, II and III will welcome the present volume. Those interested in the vocational aspects of education will find the book particularly helpful.

The importance of providing adequate concrete experience and imagery as the basis of all school work, of motivating the work by relating it to the actual needs and occupations of the children, and of carrying over the knowledge gained into purposeful activities, cannot be too strongly emphasized. The absence of opportunities in the average school for children to turn what they are learning to immediate practical use is largely responsible for their dislike of school work and their desire to leave it for more interesting fields.

The present volume contains illustrated articles on "Mental Imagery in Geography," "The Pupil's Experience as the Source of his Problems in Arithmetic,"

"Experience-Building in the Teaching of Geometry," "Points of Contact of English with School Activities," "How Dramatization of Stories Helps in Teaching Modern Languages," "School Heating and Ventilation—A Study in Applied Physics," "Some Laboratory Experiments Involving Real Chemical Problems," "The Study of an Industry," "A Study of Foods and Food Supply," "Excursions," and several other articles relating to both elementary and high school teaching.

Mothers and Children. By Dorothy Canfield Fisher. Published by Henry Holt & Co., New York. \$1.25 net.

One of the best books for fathers and mothers of any age. Mrs. Fisher has the ability to write most interestingly and has ideas of real value to parents. It is a book that should be added to every parents' library.

The American Country Girl. By Martha Foote Crow. Published by Frederick A. Stokes & Co., New York. \$1.50.

A very interesting study of the great work being done by the country girls of America.

The heavy load placed on many of them is shown to be a large factor in deciding many of them to seek less arduous work in cities. There can be no doubt that if some way of lightening their burdens were devised many would prefer country life. The first step toward betterment of conditions is taken by a clear view of the facts. The stories of a single day's work as given by many of the girls themselves are a revelation of diversified work, in many instances covering sixteen hours a day.

Prudence of the Parsonage. By Ethel Hueston. Published by Bobbs-Merrill Co.

A wholesome story of a family of girls. Will be of special interest to young girls.

The Child and the Bible

Why do some mothers give the small child everything before giving him the Bible? Why wait until he is twelve or fourteen years of age before putting into his hand that best gift?

"He would not understand its pages," I hear one say. But I beg to differ; children understand some of the "deep things" at an early age. Jesus said: "I thank Thee, O Father, Lord of heaven and earth, because Thou hast hid those things from the wise and prudent, and hast revealed them unto babies."

Very often a boy or girl receives his or her first copy of the precious Book at Sabbath school. To me this is sad. Mother, you should be the one to give your child a Bible, the blessed privilege is yours.

"Is God only for grown-up people?" asked a little lad, his big brown eyes full of wondering perplexity. "Of course not, Heath. Why do you ask?"

"'Cause when I talk 'bout God and want a Bible all my own, you and father say: 'Wait till you're older.' How old, Mother?" Yes, how old, mother?

Why do you give the children books of fairy tales before they can read, with "Little Son, or Daughter, from Mother," written on the flyleaf? Why do you not give the Bible before the book of nursery stories?

Perhaps someone will ask: "What effect would the giving of the inspired Word have upon the child?"

For answer, take a little one of three; present to him a Bible and say: "This is God's Word, and mother wants you to own and cherish it always; she will read to you from it until you are able to read for yourself."

The baby eyes will brighten, the tiny hands reach out to receive the gift, and it will be fingered often and lovingly—nay, reverently—for there

is a baby reverence for holy things. "My own Bible!" the red lips will say over and over.

What son or daughter can go far wrong with a praying mother, and a mother who makes the Bible first in her gift to her child?

Christ said: "Suffer little children to come unto me; for of such is the

kingdom of heaven." And does He want His Word withheld from them until twelve or fourteen years have flown? "Remember now thy Creator in the days of thy youth."

Mother it is for you to see to it that your child knows the Lord and His teachings at an early age.

Fathers Take Care of Children While Mothers go to Mothers' Club

The United States Bureau of Education, with the scanty funds which Congress permits it, is trying to study and stimulate education, rural, industrial, vocational, social, civic. Its agents see some interesting, some sad, some instructive sights. One of these agents, J. L. McBrien, sends the following:

Twenty-five miles southwest of Valentine, Cherry County, Nebraska, is a post-office, a school, and a store. This place is called Simeon. To get an idea of the magnificent distances in that region, you should know that Cherry County is four and a half times the State of Rhode Island in area. The distance between neighbors is sufficient to make life lonely for the women were it not for the social spirit of the community. The story of the Women's club of Simeon is best told by Mrs. Kortz Hudson, one of its members, a graduate of Iowa College, at Grinnell and formerly Superintendent of Schools for Cherry County:

"This club was organized about two years ago just because it is natural for women to visit. The ranch business necessitates the homes being widely scattered and that makes domestic help hard to keep. Ranchmen are usually so well to do that their daughters do not need to work out and imported help grows lonely and longs for the "giddy whirl of society" or else marries some strapping young cow-boy and they set up their own household. Few of our women

have competent help, and family cares and distance keep them from exchanging visits with their neighbors. The men often meet at round-ups, brandings, and dehornings, and the cravings of their social nature are satisfied. Some one has said: 'The sand hills are good for men and dogs, but a mighty poor place for women and horses.'

"The men of our community first saw the need of more social life for us and suggested that we form a club with an all day session once in two weeks—but there were the children. Possibly a mother might get four or five small children ready, drive five or six miles through pasture gates and over ranges of sand hills, keep her children out of mischief in new surroundings, spend the day and get home in the evening fairly rested, but if fifteen or twenty women all took their families the hospitality of even a ranch home might be somewhat taxed. There seemed no way until one of the husbands said that he for one would be willing to take the entire care of his five children for one day in each two weeks if the other fathers would do the same. The experiment has worked—the men have come to know the pretty ways of their own children, and some of the mothers have known a free day for the first time in ten years.

"Each woman takes her sewing bag and they do the work planned by the hostess—card wool, piece quilts, make comforts, aprons, dresses, darn stock-

ings, embroider towels, hem napkins, crochet bands for trimmings—anything and everything that the varying needs of the homes require. The hostess prepares dinner. Sometimes it is bass caught in a nearby lake, or wild ducks or grouse or may be a wild goose, or strawberries or early vegetables,—whatever sportsmanship or gardening skill makes possible. There are no officers and no dues; anyone is a member who is a neighbor. The meetings circulate among the members over a radius of eight or ten miles, community interest is developed—ideas of domestic economy exchanged—the mothers come home with glowing cheeks and sparkling eyes ready for the next day's duties; even a rubber shoe, you know, will wear longer for occasional periods of relaxation. Often a good story is read, or some article describing a new household convenience. Everything of common interest is discussed except our neighbors—no word of gossip has been heard up to date.

"The attendance varies from twelve to twenty-five. The members are becoming known as women who cook well, entertain easily, and make their families comfortable and happy.

Lately the young girls have organized a similar club. I suppose the idea of working at the meetings came from the fact that many women could not spare the day and the time to get the extra dinner if their work were piled up to be done afterwards.

"Anyway the plan has just worked itself out according to the community needs. I do not know how it would transplant. The thing that has held it together is the normal desire of every woman for the companionship of other normal women.

"Some may ask what such a club has to do with progress in rural education. It has just this much to do with it. In a rural community where the mothers do not come together for social communion with one another, you will find lonesome, despondent mothers; and where you find such mothers you find homes filled with despair; and where you find such children, you find poor schools.

"A Vermont mother who had recently moved from country to city was asked why she left her beautiful farm home in the mountains to live in the city. She replied, "Oh, I was hungry for the companionship of women."

A Study of Crime

By ARTHUR MacDONALD

Honorary President of the "Third International Congress of Criminal Anthropology," of Europe

The study of those who have committed crimes is a recent line of research. It includes the study of man mentally, morally and physically, and necessarily depends on the results of many sciences. It is therefore distinctively *synthetic* in character. Criminal anthropology affords more opportunities for persons of ability to carry out the highest ideals than any other branch of inquiry.

The following are some of the principles of criminal anthropology, or what might be called its platform:

1. Degrees of criminality should be estimated according to detriment to

the community. From this point of view, international crime, or war, is by far the greatest of all crimes.

2. History is mainly history of the abnormal, especially war and one of the objects of criminal anthropology is to lessen and prevent war. Montaigne says: "It is more barbarous to kill a live man, than to roast and eat a dead one."

3. The greatest of all studies is man, which is based upon the individual, the unit of the social organism.

4. If the study of civilized man is to become a science, it must depend

upon investigation of large numbers of individuals, and the method should be the same for all classes, if we are to distinguish between the normal and abnormal.

5. The best method of study for criminal anthropology is that of the laboratory in connection with sociological data.

6. The thorough investigation of *one* human being with the means at the disposal of science, would make a volume.

7. All facts about human beings are important from the scientific point of view, whether those facts be immediately available or not.

8. In studying man, names are unnecessary and statement of facts is not criticism, for science is absolutely impersonal.

9. Opinion is valuable according to knowledge, especially first-hand knowledge, and science is common sense condensed. Yet

10. The foundation of science is the love of truth for its own sake.

11. All that is diseased is abnormal, but not all that is abnormal is diseased; thus a hand with six fingers is abnormal, but not necessarily diseased.

12. We must study the normal to comprehend the abnormal, for

13. When the normal acts in an unsuitable way, or at the wrong time or place, it may become abnormal. The fundamental conception of the abnormal is *excess* of the normal; but

14. The difference in degree between the normal and abnormal can be so great as to result in a difference of kind; just as when two fluids reach a certain amount, a precipitate is formed which is very different from the ingredients from which it was deposited.

15. Abnormal man may be abnormal in the right direction, as genius man, talented man or statesman; or in the wrong direction, as criminal, pauper or defective man. It is all *man*, and the study of these different classes might be called the anthropology of the living as dis-

tinguished from prehistoric anthropology.

16. The study of medicine is the study of the future. To know the geography of the body is more important than to know the geography of the world. Know thyself.

17. Of all forms of abnormal humanity crime is nearest the normal; the study of criminals therefore, is mainly the study of normal men, and knowledge thus gained may be generally applicable to the community as a whole. Therefore,

18. The prison and reformatory can serve as a humanitarian laboratory for the benefit of society. As the surroundings of the inmates are similar, conditions for scientific research are favorable.

19. As in machinery we first repair the parts out of order, so in society we first study the criminal, pauper, insane, feeble-minded and other defectives, all of whom constitute about one per cent. of the community. But

20. Why should we allow one per cent. of society to cause so much trouble and expense to the remaining ninety-nine per cent., crime alone costing more than one half billion dollars annually? It is mainly because of neglecting the young, where study of man should begin. For

21. There is little hope of making the world better if we do not seek the cause of social evils at their foundation.

22. No evil can be *permanently* lessened without first finding its cause. There is probably no *one* cause of anything, but a chain of causes.

23. Drunkenness is not only one of the main causes of crime, but one of the greatest enemies of humanity, because it brings suffering upon so many innocent people.

24. We cannot be tempted to do wrong unless there is something in us to be tempted; that something is a part of ourselves as distinguished from our environment; therefore,

25. The comprehensive study of man requires investigation of both individual and his surroundings, for the

environment may be abnormal rather than the man.

26. Cranks or mattoids who attempt the lives of prominent persons are very important solely on account of the enormous injury they can do to society. They therefore should be studied most thoroughly.

27. Just as the physician studies his patient in order to treat him properly, so one should study the criminal.

28. The exhaustive investigation of a single criminal illustrates just how and by what steps both environment and inward nature lead to criminal acts.

29. Criminals, paupers and other defectives are social bacilli which require as thorough scientific investigation as the bacilli of physical disease. Human beings are much more alike than unlike.

30. No one should be held responsible for the first fifteen years of life, nor is any one accountable for the tendencies inherited from ancestors. As the die is usually cast before adult life arrives, responsibility is most difficult to determine, and is often a minimum quantity. Therefore

31. In judging human beings we should emphasize their excellencies rather than defects. As has been said, to know all is to forgive all; yet

32. Every person dangerous to property or life, whether insane, criminal or defective, should be confined, but not necessarily punished.

33. The determinate sentence permits prisoners to be released, who are morally certain to return to crime. The indeterminate sentence affords the prisoner an opportunity to reform without exposing society to unnecessary danger; but

34. Society has no right to permit prisoners to be released who will probably return to crime; for

35. Where it is a question between justice to the individual or justice to the community, the community should have the benefit of the doubt.

36. The prison should be a reformatory and the reformatory a school; the object of both should be to teach good mental, moral and physical habits; both should be dis-

tinctly *educational*. There should be a minimum temptation to do wrong and a maximum encouragement to do right.

37. Institutions for reforming human beings should have the conditions as similar as possible to surroundings outside, so that when inmates are released they may adapt themselves more easily to society and not become misfits.

38. Every one has the right to a proper bringing up; and

39. The time has come when we should study a child with as much exactness as we investigate the chemical elements in a stone or measure the mountains on the moon.

40. One purpose of criminal anthropology is, through knowledge gained by scientific study, to protect the weak, especially the young *in advance*, before they have become tainted and alien; not locking the barn door after the horse is stolen.

41. The treatment of young criminals should be the prototype for treatment of adults, and procedures against them should have as little publicity as possible.

42. Publication in newspapers of criminal details is an evil to society on account of the power of imitation. In addition it makes the criminal proud of his record, develops the morbid curiosity of the people, and it is especially the weak who are affected.

43. Place confidence in the so-called bad boy, awaken his ambition and teach him to do right for right's sake.

44. Put the criminal upon his honor. A criminal once said, "If they will not believe me when I tell the truth, I might as well tell lies."

45. Nothing will hinder development of the young more than the prospect of having plenty of money and no necessity to work. Idleness often leads to crime.

46. It is more important to know what is good than what is true; for morality is more precious than knowledge.

47. Increase in intellectual development is not necessarily connected with increase of morality, and education

which trains the mind at the expense of the will is a questionable education.

48. The longer we live, the more we appreciate the average honest man, as compared with the dishonest talented man.

49. To any observer of life, the impracticability of pessimism and the advantages of optimism are evident. It has also been estimated that

50. Most of our thoughts, feelings and acts are indifferent; but of those remaining, about three fourths are pleasurable and one fourth painful, indicating more pleasure than pain in the world.

51. Act as thou wouldst act, if all the consequences of thy act could be realized at the moment thou actest.

The Victrola an Educator as Well as Entertainer

By ELLEN FOSTER STONE

Apart from the pleasure of enjoying and appreciating music there is its value as an educator.

By the series of educational Victor records not only the appreciation of music, the history of music, but music itself may be taught. In fact music may be more readily taught when presented in various records. Beginning with the simple direct melodies, the kind of music a little child should hear, the kind of music a little child should use through a graded series the records are arranged.

By this system, instruction may be given the amateur or school orchestra as to how certain instruments should sound whether they be strings, brasses or wood winds. The correct and sympathetic phrasing and expression of vocal or instrumental music is readily attainable by following the renditions as given in records.

Tone modulation is exemplified direct in this system of teaching music by music itself. Happily such teaching is available to all localities however far removed from centers of musical instruction. To these the Victor may go carrying safely, surely and more cheaply concrete example of the best in music.

In the schools of 2,400 cities the Victrolas have been installed. For mass drills, for field day and for calisthenic exercises the stately band records are used. The folk dances and the simple singing games of the little folks from other lands are used

in schools and on playgrounds. The story telling records give utmost pleasure in the home, the school, the library or on the playground, carrying as they do the choicest stories, perfectly told.

In nature study the bird call records by Kellogg are exact teachers.

The correlation of literature and music is another worthy educational feature of the series.

The history of music as outlined in records is perhaps the most attractive and instructive form of teaching. Among such records are a series of ancient and medieval music. The Crusades, which meant so much to the history of the world, also meant the rise of music in Europe.

The knights of the Holy Wars brought back from oriental lands the lute which was used by the early singers called troubadours in France, minstrels in the north and minnesingers in Germany. The remarkable old songs of the Crusaders, the war songs of the Normans are now through records made available for study.

Among the June records are some of these splendid numbers in the ancient music series of the eleventh and twelfth century period. Students of Shakespeare are delighted with the reproductions of that period especially those from "Twelfth Night" and the "Tempest." The setting given is the oldest authentic version.

The history of American music also is depicted in records beginning with

Indian music, touching the psalmistry of the Puritans, the melodies of the early negro religionists on down to present day compositions. Neapolitan music and that of other lands is similarly outlined.

The accuracy and authenticity of

these reproductions make them doubly valuable as fundamental in true musical culture.

Reviewing all uses to which the records may be put, their possibilities for wholesome joy-giving and instruction are well-nigh limitless.

Ideas on Child Betterment

By JUDGE F. C. BECKER

"Since taking on the duties of juvenile judge of Allen county, there have come before me upwards of 600 cases, 540 of which have been boys, ranging from seven to eighteen years of age, and 60 girls, ranging from eight to eighteen years of age. The large majority of the boys brought into court are charged with pilfering or petty stealing, the large majority of the girls are the victims of sex misconduct. By reason of the unflinching law of society, with reference to loss of virtue by woman, the cases of our girls are the most difficult of diagnosis and treatment; the percentage of successful treatment, in proportion of the number we deal with, is far greater among boys than girls. This is a sad but nevertheless correct statement.

"I have often, in considering the work and possibilities of the work of setting those young folks going right, thought that education is the only remedy, speaking generally and not of specific cases, that will finally bring us to the solution of the care of our girls; that is, that education that will prevent them and deter them from falling, for so long as woman lives, so long will many gather their skirts closely about them to avoid association with their fallen sisters, and every unfortunate girl realizes this and feels it in the atmosphere and hence naturally does not make the effort and has not the incentive to go forward in the path of rectitude that a boy has; for no matter what a boy's fault may be, his fellow boys and men overlook his shortcomings and

treat him as being on the same plane with them.

"I do not make this statement as a criticism of women, I simply state it as one of the facts with which we are confronted in our efforts with girls.

"When a child is brought to us for having violated some of the above named provisions, first off we want to satisfy ourselves that he is a delinquent child, and this we must do not only beyond a reasonable doubt as the rule is with an adult delinquent, but beyond the shadow of a doubt, for if the child is not a delinquent his whole future may be one of delinquency by reason of once having been unjustly accused. An unjust accusation will leave a sting and an imprint on his mind that time rarely erases.

Having satisfied ourselves of his delinquency, we proceed further to inquire as to the cause of what prompted or led to his delinquency. In examining into and investigating the cause, we ascertain his family history; his physical or mental defects; his environment; the financial condition of his parents or custodian, their occupation, and every fact which in any way might tend to throw light on the cause of the delinquency. Every case presents a new phase, each individual case requires individual treatment, no final rule of observation can be laid down, and it sometimes takes hours to ascertain a meager bit of knowledge concerning the delinquent, as he may be angry by reason of being brought into the court, or may be frightened, so that we aim

to gain his confidence before proceeding with the observation. We have what we term official and unofficial cases. Official cases are those in which a formal complaint is filed, a citation or notice issued to parent or custodian and an informal hearing had, the result of which is legally termed "the order upon delinquency," and which order is placed or extended upon the record. The unofficial cases are those which in our judgment are not of such moment as require a record and which we feel we may deal with without a record and leave no mark of delinquency; however, we keep an official card index of all children brought before the court, together with all circumstances and facts surrounding the child, so that we may easily determine, if necessary, any question concerning the child, should he be returned. You must realize we cannot do all we should like to do, because of lack of facilities; one judge must divide juvenile courts and one probation officer has the whole of Allen county for his field of endeavor, and this officer of necessity must keep and extend all records.

"It is necessary that we bear in mind, in discussing the work of the juvenile court, its province and not confuse its work and social service work. We of the juvenile court only deal with children who are delinquents; we have not the opportunity nor is it our province to forewarn and forearm the little folks until they have committed some error; however, if, as we go along, we chance to be able to lend a helping hand to some child, we always avail ourselves of the opportunity.

"In my humble judgment the vast majority of delinquent cases results from improper or incomplete home training, or environment, or physical or mental defects. The great majority of parents whose children are brought before us seem never to have realized that they owe to their children a mental or moral training, but that they had performed their full duty when they had provided food, clothing and shelter for them,

and seem almost bewildered when it is called to their attention that they must not only minister to the physical but to the moral welfare of their children. It is true that the physical wants of a family oftentimes keep the parents so hard at their tasks that they, by force of fatigue, neglect the moral welfare of their children; but of what avail is the mere frame if it does not possess that manhood or womanhood which makes for the best citizenship. Better that the frame should wither and fade before it becomes saturated with immorality and vice. It is distressing, to say the least, to have fathers and mothers come with their children and admit that their little ones have been on the streets at all times of night and that they were at home and in bed and had paid no attention as to where their children were. Some pay far more attention to their cattle than they do to their children. Parents should make companions of their children. And I want to say here and now to you mothers that it is your duty at all times to know where your children are; they will tell you that they have been this place and that but without questioning their truthfulness or doubting their word, it is your duty to know where they are. I do not mean by this statement that you should treat your children as evaders of the truth or let them know that you are corroborating their statements, but if by chance they are telling you an untruth and are engaging in pastimes unfit and associations undesirable, that is the time to correct the fault and not go along in ignorance and sublime faith until the fatal step has been taken and the child started perhaps on a path of falsifying and crime. Another matter that I want to urge with all the force that lies in my power is, that you do not neglect fully advising and counselling with your children on sex matters. Do not make the mistake of allowing your child to learn of his origin from the tale bearers of the street, but take him into your confidence and fully advise him as to his

origin and the uses and abuses of the body. They will learn these things somehow, somewhere and how much wiser to learn them from the ones in whom they see no wrong.

"If you feel unable to cope with this situation, provide yourself with one of the books which treats of his subject and then in your own words and way, set forth to your child the story of the origin of life. This false modesty of parents leads too often to the everlasting sorrow of parent and child. I do not believe in the public teaching of sex hygiene, for it leads to general discussion of matters that should be treated as confidential between parent and child, false impressions of the subject are too prone to arise from a general discussion.

"We must help educate uninformed parents to advise and counsel their children along these lines, for sex misconduct has not only affected the moral welfare of our people, but has physically affected 75 per cent. of the people of this earth, to which plague, the plague of tuberculosis fades into insignificance.

"We spend dollars upon dollars in the scientific breeding and raising of cattle, but we spend small sums in educating parents that they may intelligently rear their children. Let not the dollar mark be the ambition of a parent, but let the rearing of a manly man or a womanly woman be goal at which we aim.

"Coming now to the various methods and remedies adopted by our juvenile court, let me say, that some methods adopted by us, to the highly educated and trained juvenile observer, would seem crude and unscientific, yet they bear results and results are what we seek. In dealing with the children, I try never to forget that I was once a boy, and to this day have never been accused of being an angel. It was well for me, that no truant officer patrolled his beat in my day or no juvenile court existed, for your humble servant would certainly have been one of the habitual offenders. The juvenile court that existed in my time was

the same that existed in the time of judge Baggot of the juvenile court of Montgomery county: He says, his father used to hold juvenile court behind the barn with a barrel stave, which court still has its province.

"A child is almost never committed to an institution for his first offense, and many times not for a second and third offense, because the future of any child is worth our every effort and so long as a ray of hope exists, we, ourselves, strive to set him going right. We try to remove the cause of delinquency, if it be physical or mental we call to our assistance the aid of those skilled in medicine and surgery, and let it be said to the credit of the physicians of Lima, they stand ready at all times with or without remuneration, to aid the court in all such cases. Our efforts along this line have had some degree of success. I take time to mention one particular case: A lad was brought in for having stolen a number of articles of a given kind, he had gone about the pilfering with a good deal of forethought, he had made every effort to cover his tracks and at first blush he appeared to be the making of a crafty, wise delinquent. After having observed him for some time, I noticed that the lad was laboring under difficult breathing and proceeded to quiz him concerning this; he said that he could breathe all right, but on questioning him further he said that he suffered from severe headaches and had a good many colds. With my limited knowledge of such matters, I felt that perhaps he might be a sufferer from adenoids, which, upon sending him to a physician, we found to be true. The lad was operated upon, the headache ceased, he no more played truant from school and from that day to this, which has been upwards of a year, has been all that we could wish.

"We try to get close to the children to have them believe that we are their friends, that we do not want to *punish* but that we want to *help*; and that is the real purpose of the juvenile court, though some would have us

treat the little folks as adults are treated. We almost never permit one who has suffered at the hands of a delinquent child to file a complaint against him; we first make our own investigation and then if it is necessary, the probation officer files the complaint, we do not want the child to feel that the real complainant has haled him into court, because it arouses a spirit of antagonism, and he will want to get even.

"Ofttimes our treatment of the child is effected through a sometimes pretty severe curtain lecture to the parents, for with them we do not hesitate to call a spade a spade.

"In most official cases and in a number of unofficial cases, we require the child to report every Saturday morning, so that we may keep tab on him and talk over his little trials, and troubles and attainments and successes. In some cases we require the parent to make weekly or monthly reports. To some delinquents we give a card, which he takes to his teacher; on Friday afternoon the teacher fills out the card, giving us a statement of the child's conduct and application during the week; this card the child brings to us on Saturday morning.

"If a child is a delinquent because of sex abuse or misconduct, we aim to have him engage in every legitimate sport or exercise that we can suggest, for the animal spirit is, by outdoor sports and exercises, held in check. We try to interest him in reading good books.

"The salvation of the child is the salvation of the world and no road should be too long, no effort too hard for us to help a child, be he ours or our neighbors.

"One matter that comes under the jurisdiction of the juvenile court upon which I desire to touch for a moment is mother's pensions. This is one of the most humane and if properly administered, the best laws that ever was enacted for the welfare of humanity, especially children. Under this law, any mother whose husband is dead, incarcerated or mentally or

physically incapacitated from performing labor and who is the mother of children, boys under fifteen and girls under sixteen, and whose children are living with her and who is poor, and who if she were not made an allowance, would be compelled to work away from her home and children, and who is of good moral character, may be awarded a pension for the partial support of herself and children. The purpose of this law is that the children who most need the care and supervision of a mother shall have the advantage of being with her and under her kindly offices. This law enables many a mother to maintain her own home, who would otherwise have to put her children out or surrender them, both to her sorrow and the children's sorrow and detriment. The only drawback to this law is the fact that our funds are not sufficient to make the allowances that often should be made. We now have ninety pensioners on our list with an average of nearly three children to the pensioner, so that you may readily see what a vast amount of good the law is doing. Of course the law and its administration is in its infancy, and in some cases we have been imposed upon, but it is my judgment that it will eventually work out and redound to the great benefit of the children of worthy mothers and consequently to mankind. We must not confound this law with the pauper laws of the state. This law is not a charity vehicle, it is a humane provision, an intelligent step forward, the benefits of which no mother who fulfills the conditions should feel ashamed to make application for and receive.

"You can imagine what work it necessitates to investigate and hear all the cases that are presented to us under this law, but it has its reward in the great good which comes to the little ones and the deserving mothers.

"All these laws that are being enacted are looking toward the better education of parents and children and will finally work out for the greatest good to the greatest number.

We cannot hope or expect to so enact laws that all, both parents and children, will forever walk in the straight and narrow path without diverging therefrom or falling therein, but can, by continually aiding and assisting, make for the advancement of the

little folks of this land and by so doing be better men and women, better fathers and better mothers. 'In as much as ye do it unto one of the least of these, ye do it unto me.'"

LIMA, OHIO .

What Does the National Congress of Mothers and Parent Teacher Associations Do With the Dimes We Send?

By MRS. FREDERIC SCHOFF

The question comes often to officers of the Congress, "Will you explain what is done with the dimes we send? Many of our members are in favor of spending them locally, as they would aid us a great deal in our work."

The statement of Prof. M. V. O'Shea that the "National Congress of Mothers has accomplished more than any national or international society for the betterment of the conditions of child life, that it has done more in America than has been done throughout the world thus far" is a testimony from one in close touch with all work for children of the value of the National Congress of Mothers and Parent-Teacher Associations.

The United States government, state governments, city governments, colleges, schools, churches and all organized movements for social welfare require money for their support.

The movements that are worth while, that have proved by work done that they have a place to fill, and are of use must be supported by those who are helped by them, and who are interested in their objects and work.

The amount of work that can be done is often limited by the amount of money available to do it. Every member of a local association belonging to the Congress, or not belonging to it, might ask the question, "Is it worth while to have a national organization doing the work that is being done by the Congress? If it is true that it is doing so much to better opportunities for all the child-

ren (and my children are a part of them) is it asking too much of me as a parent, or of me as one loving and wishing to help children to contribute ten cents a year to the support of this great work? Less than one cent a month! Just five cents a year out of my income to help the state leaders to make every condition in the state better for children! Just five cents a year to help the national officers to meet the expenses that come in answering the needs of thousands of mothers and teachers who ask advice and help. Just five cents a year out of my income to help maintain the work that is helping mothers and children, teachers and clergymen, the world over."

"Are these officers paid for their services?" No—not an officer is paid. They give their time, their money as generously as their means permit, and their hearts to the work of child welfare in home, church, school and state. They only wish they had more to give, for standing where the calls come, they long to do more adequately the work that is so urgently needed.

A national office in Washington, with clerical help, stationery, postage, typewriters, mimeographing machine, filing cases and printing are necessities. The strictest economy is practiced to make every dollar give the most service.

Supplies of literature, educational and explanatory, of the work must be provided. Thousands of requests for this must be met.

CHILD WELFARE MAGAZINE must be published every month. Extension of organization of parents is necessary. Travelling expense must be considered. Annual Conferences must be held to extend interest, and often several are held in a year. State work must be supported by sharing the dues received. The co-operative work of the National Congress of Mothers and Parent-Teacher Associations with the Bureau of Education in maintaining the Home Education Division of the Bureau of Education must be supported. Through it parents, boys and girls are taking reading courses that cannot fail to promote child welfare. Mothers of little babies receive bulletins that save lives of hundreds of little ones. Lack of sufficient clerical help often prevents the possibility of wider service.

When over 7,000 people in a single month ask this help it is proof that it is filling a need.

Shall the National Congress of Mothers and Parent-Teacher Associations be equipped to do its part?

"We have 300 members in our association," one president writes, "It would help us so much locally to keep our dues."

Suppose every family should say, "If we didn't have to pay taxes and give to my church and missionary work and pay insurance, we would have so much more to spend on ourselves."

If every family took that view there would be no public school system, no water, gas, drainage, police and fire protection, good roads, no improvements for common welfare; the individual family even with the highest taxes paid anywhere gets a large return for the quota it pays.

God asks of each one service to others as well as service to self. He looks over the earth and is interested even in "the sparrow that cannot fall to the ground without your Father's notice."

Members of the Congress, is it worth while to have a part in saving the lives of hundreds of little babies,

by giving their mothers the chance to know how to take the care that will let them live? Is it worth while to have a part in helping the world to give little children such guidance in the impressionable years that they will have a firm, sound, moral basis on which to rest their lives as adults? Is it worth while to have a part in helping the child who goes astray, so that he may not forever take the downward path? Is it worth while to have a part in making the mother's pension universal, so that when the father's death leaves a mother with the sole responsibility of a family, she may keep them together and be their guardian and guide, rather than to scatter them among strangers and make them orphans indeed?

Is it worth while to have a part in carrying the messages of help for children to home, church, school, and state until every tiny hamlet and lonely farm is enlisted?

"Perhaps my dime a year isn't all I would like to do to help so great a service to God and to the world, to me and my children. Perhaps I could give more than a dime a year to a cause so far reaching to humanity and the nation," says one member who has seen the vision.

"Never again will I grudge my dime a year, but I'll double it and quadruple it whenever I can to help some mother, some little child whose life may be brighter and better because of the help I gave to the Mother's Congress which works unselfishly, and with a vision of what this world will be when the divine command is heeded by everyone to "Feed my lambs"—to guard and guide His little ones, so that not one may perish."

The day comes to all when the question must be answered "What have I given for others? What have I done to make the world a little better because I've lived in it?" Then it is not "What have I secured for myself, but What have I given in love and service and help."

It is to this service that the National Congress of Mothers and Parent

Teachers Association invites its members. It offers them the happy privilege of joining in a work of infinite possibilities, for the race, for society, for the nation, for the world, and for God.

"Yes, but my children are all grown, my youngest boy is in college. I don't need your magazine or books any more," another mother writes. Out of life's experience in bringing up a family, out of its mistakes, and its successes, the thoughtful parent has learned much that would help in all branches of work for child welfare. Shall the years that lie beyond be fallow? Shall they be given solely to the routine of the individual home and to personal pleasure, or shall they be given in part to the promotion of those phases of child welfare for which the mother of little children has no time?

The span of human life on earth is brief at most. The work we can do is little, but God has given to fathers and mothers the high privilege of working with Him to bear, rear, and guide the children, who a little later will take our places.

It needs *all* fathers' and mothers' help as long as life lasts, to daily do something that will be in the line of service to the children.

The National Congress of Mothers

and Parent Teacher Associations has a place in its ranks for men and women of all ages. There is no end to the work that lies ahead for child welfare. Look deeply into social conditions the world over, and see in the little child of today the ever new possibilities of a higher civilization for the men and women of tomorrow if only the stumbling blocks may be cleared away that have impeded the upward path of so many children. It is to this service that the dues and gifts to the Congress are consecrated.

Neglect not the local work, but forget not that no local association however strong can alone and unaided do what is possible by the united effort of thousands of associations. Let every member, every local association regard itself as a constituent part of a systematized plan for child welfare in every phase, and the question "What does the National Congress of Mothers and Parent Teacher Associations do with the Dimes we send?" will be changed to "How is it possible for the National Congress of Mothers and Parent Teacher Associations to have done so much with dimes, when it should have dollars to do so important a work?"

"What can we do to increase our donations?"

Program for Parent-Teacher Associations for October

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC (To be read by one member).

THE CREDIT SYSTEM IN THE HOME. MRS. MILTON P. HIGGINS.

"WHAT DOES THE N. C. M. & P. T. A. DO WITH THE Dimes We Send?"

MRS. FREDERIC SCHOFF.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. SEE STATE NEWS.

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

LOAN PAPERS ON CHILD-NURTURE

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. The edition is limited, so that orders should be sent promptly to secure it. Price \$1.00. to Parent-Teacher Associations. Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

BOOKS FOR PARENTS

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.

Canning Compounds Dangerous to Health. Housewives Warned That Use of Preserving Powders is Harmful and Useless

Information has come to the Department that the canning season has brought the usual demand on the part of housewives for salicylic acid and boric acid. These preparations are sometimes sold in the form of powder under various trade names and are recommended by the promoters for use in preserving canned goods in home canning. In the directions for use the housewife is told to fill the jar with the fruit or vegetables, cover with water, and add a teaspoonful of the preserving powder. While it is true that these compounds may retard the decay of the fruit or vegetable, it is pointed out by the experts of the Department that their use may be attended by serious disturbances of health. Salicylic acid is well known as a poisonous substance, and one of the evils which may accompany its use is derangement of the digestion. It is therefore plain that its extensive use in food may lead to disturbance of digestion and health.

The Federal Food and Drugs Act prohibits the use of harmful preservatives in foods that enter interstate commerce. The food law of nearly every state in the union forbids the sale within the state of foods that have been preserved with harmful substances. Neither the federal nor state food laws apply to foods that are canned in the home and consumed there. It would seem, however, that the housewife would not

knowingly use, in the foods she provides for her family, substances that she could not use in foods for sale without violating the law, because these substances are injurious to health.

ARTIFICIAL PRESERVATIVES NOT NECESSARY

Fruits and vegetables can be kept indefinitely if they are sterilized by heat and properly sealed, and there is no excuse, in the opinion of the experts of the Department, for running any risk by using preserving powders, which may be injurious to health. The use of such powders in addition to the possible injury to health encourages uncleanly or careless work in canning. Reliance is placed in the efficacy of the preserving compound instead of upon cleanliness and heat.

The department has issued bulletins that give specific directions for the preserving and canning of fruits and vegetables without the use of preserving powders or canning compounds. These bulletins may be obtained without cost from the Department of Agriculture. Application should be made for Farmers' Bulletin, No. 203 on Canned Fruit, Preserves, and Jellies, and No. 521 on Canning Tomatoes at Home and in Club Work. Also Forms N.R. 22, N.R. 23, N.R. 24, N.R. 34 and N.R. 37 of the Office of Extension Work, North and West, States Relations Service.

Cooperation of Home in Educational Work

It is interesting to note the growth of the coöperative spirit between home and school which is indicated in the last report of the Superintendent of Schools of New York City.

Parents' clubs, mothers' clubs, and clubs under various names have their place in the report and due recognition

is given them for the advantages they bring to the schools.

One organization of mothers issued "Helps for Parents," which were to help the teacher in the teaching of English. Each mother was asked to coöperate in correcting the children in the following expressions:

Incorrect.

I seen it.
I done it.
He has went.
You was.
I ain't got no pen.
I laid down yesterday.
He is laying there now.
Set still.
He would of done it.
My pen is broke.
My teacher learned me that.
Hadn't ought.
I will be glad to go.
Them things.
My book is home.
I can't do it good.
He is real good.
Between you and I.
He took the pencil off me.
I don't know as I can go.
Walk like I do.
Stand in back of him.

Correct.

I saw it.
I did it.
He has gone.
You were.
I have no pen.
I lay down yesterday.
He is lying there now.
Sit still.
He would have done it.
My pen is broken.
My teacher taught me that.
Ought not.
I shall be glad to go.
Those things.
My book is at home.
I can't do it well.
He is very good.
Between you and me.
He took the pencil from me.
I don't know that I can go.
Walk as I do (or like me).
Stand back of him.

Ten search questions relating to the welfare of the children were given each mother in the organization:

1. Does my child go to bed early enough?

2. Does he eat the right kind of food in the right proportion?

3. Do I have breakfast at an hour that will give him plenty of time to eat it slowly, to help me afterward and to get to school on time?

4. Do I have the noon meal on time and of such a kind as to nourish my child without overloading his stomach and so unfit him for the afternoon's work?

5. Does he have an hour or more of outdoor play or exercise before beginning study?

6. Does he have a quiet, comfortable and well-lighted place in which to study?

7. Do I give him sympathy and help by being willing to listen to his reading, to hear him spell, or say his tables?

8. Do I hold him accountable *every* time for poor work or naughty behavior?

9. Do I listen to tales he may bring home about the teacher, injure him by helping him to lose faith in his teacher or do I go to the school and hear the "other side"?

10. Is my home full of love and kindness that fit my child for work? Do I praise him whenever I can?

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

Annual Child Welfare Conferences of State Branches

Iowa—Des Moines, November 4 and 5.

Massachusetts—Quincy, October 27, 28 and 29.

New Jersey—Trenton, November 12 and 13.

New York—Poughkeepsie, October 5, 6, 7, 8.

Ohio—Canton, October 7, 8 and 9.

Oregon—Corvallis, October 20 and 23.

Pennsylvania—Pittsburgh, October 27, 28 and 29.

What is State News?

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

COLORADO

The Parent-Teacher Association of the Prowers School was organized October 2, 1914, with only ten members. Thinking that perhaps an account of what we have accomplished for the good of our school in this—a small rural community—might be of interest to the readers of CHILD WELFARE MAGAZINE, I am sending you this letter.

At the time of organization, our school-house was in a very unkempt condition—walls blackened with smoke, paint dirty and marred, and the entire interior presenting anything but an inviting appearance. The school board was induced to have the walls tinted and the wood-work painted and we set about to devise means whereby we might purchase a piano for the school. A pie supper and four dances were given in the school-house and from the proceeds our piano was paid for, some curtains to stretch across the platform were bought, a good lamp also, and a year's subscription to CHILD WELFARE MAGAZINE paid for. The magazine is passed from one member to another, and articles therefrom are read and discussed at the meetings.

This school year we hope to raise funds to purchase a few good pictures for the walls, some books for a library, and to beautify and improve the school grounds. Also to plan and execute a few "good times" for the children whose opportunities for social pleasures are very limited.

Though few in numbers we are determined to do at least a little for the good of our children and to assist in the movement which means so much to their future.

DENVER

Denver made a gala day and a real event of the culmination of the garden work done by the children in their own back yards, this year. The Chamber of Commerce and City Playgrounds Associations coöperated with the Mothers' Congress in the encouragement of the children and in the rewards for the excellent results, attained by them. Almost 3,000 children registered in the different schools, with the garden leaders who took charge of the work in the spring. Many of these persisted to the very end, striving against great difficulties in making things grow and flourish.

Bright eyes and active bodies showed the eagerness with which their contact with nature had stimulated these little ones, many of whom knew absolutely nothing of plant-life previous to the instruction given them this summer.

City Park was alive with the happy children and their proud parents on August 17, the day upon which they celebrated their victory over barren soil. Each little gardener received an ice cream cone and a "gardener's button." Those who did especially fine work were rewarded with long, waving blue ribbons—badges of honor which will be a stimulus to the "back-to-the-farm" movement for many a city child. Little newsboys strutted proudly through the city streets with their blue ribbons waving from chests, prouder than pouter pigeons.

It is difficult to estimate the great good accomplished by this garden movement. The seed sown was not all that of flower and vegetable—many a little gardener has learned

to love nature, to become patient under difficulties, and to calculate how to economize space and get the greatest advantage from small acreage. As each boy or girl kept books showing cost of seed, amount of produce raised and sold, he or she had her first actual experience in business relations and realized the value of the individual to the community.

Perhaps the greatest good accomplished was the effect upon the parents who failed to encourage their children in the work. They avowed with one accord to stand behind and help the little ones in their efforts next year, when the slogan will be "A garden in every vacant lot in the city."

The baby conferences and song festivals at the city parks have been held during the entire summer, under the joint auspices of the Mothers' Congress and the Playgrounds Association.

The *Rocky Mountain News* is conducting a State Better Baby Contest in connection with the International Dry Farming Exposition to be held in Denver, September 28. Dr. Bolles has been invited to be one of the examiners. The *News* calls her "The Mothers' Congress Baby Expert," a name which she has justly earned by having examined almost 1,200 babies this year.

PUEBLO

Pueblo activities during the summer have been confined to the playgrounds, where almost phenomenal strides have been made. Several new playgrounds have been opened and given the proper supervision. Baby conferences and games between different sections have been the chief attractions.

BAYFIELD

The operetta, "The Little Tycoon," will be given by local talent for the benefit of the Mothers' Congress.

CONNECTICUT

At the Annual Convention of the Connecticut Congress for Child Welfare, the retiring President, Mrs. Mott, recommended, among other things, the holding of county conferences. Would it be agreeable, through the columns of the magazine, for the states now holding county conferences to exchange plans and programs for such meetings? The writer is very anxious to have these meetings in Connecticut and to assist the president and the other members of the board to establish this work, and in the most helpful way. As the annual meeting is held in the spring, it would seem best to hold the county meetings for one day in the autumn.

At the executive board meeting in September, the members of the board, which include the presidents of clubs throughout the state, were seated at one long table for a luncheon providing opportunity for further acquaintance and a social hour.

The Hartford Motherhood Club will hold a fair on December 1, in the Y. M. C. A. Building, Hartford, and one of the features will be a "state headquarters," where state and national literature, child welfare magazines, covers, year books, etc., may be obtained. It is hoped that many of the presidents and others interested may be in attendance, even though it may mean special effort.

If any reader wishes to advance the work, but cannot give much time to it, she may use her interest by asking friends to subscribe for the CHILD WELFARE MAGAZINE. This will greatly help to spread the work of this great national, yea international, organization, and many homes reached by the uplifting influences of its pages.

GEORGIA

WHAT ONE PRESIDENT OF A PARENT-TEACHER ASSOCIATION IN AUGUSTA DID TO SECURE MEMBERS

"Last April I was elected President of the Parent-Teachers Club of the Woodlawn school. At the May meeting I started a membership and attendance campaign. We had 125 members on the roll, but we had only an average attendance of 25 to 30. At that meeting I appointed a captain for each side, dividing the members into equal parts, making 64 on each side—leaving myself neutral. One side is the gold, the other the crimson. Under these captains I selected two mothers on each side from each room to visit the mothers who had children in attendance in that room, and ask them to join and collect the dime dues. This membership contest is to run until October, when the losing side gives the winning side a banquet. In June we had nearly 300 mothers present, but the captains refused to turn in names at that meeting, fearing each other's strength. Beginning with October the contest for new members keeps on, but attendance counts for more than addition of dead names, and the side having the largest attendance through the year will be given a banquet by the side having the smallest attendance. This contest has aroused great interest, and I expect about 500 mothers in October, and before the year ends every parent in our school should be enrolled as a member of the Association."

The president, Mrs. W. P. Hixon, announces her intention to use the CHILD WELFARE MAGAZINE for programs.

ILLINOIS

The summer months have found our executive committee busy with the work of perfecting the machinery of our organization for the new season's services. The matter of naming committee chairmen, filling committees and to a certain extent outlining work, besides the endless detail of "getting out the year-book," does not give the members of this committee any opportunity to get out of touch with the work during the so-called vacation period.

The active work and meetings of individual clubs and associations is generally suspended through the summer, but the state body, like the mother of a family of school children, must be ready for the demands for preparation, help and sustenance when school opens.

Some unusual propaganda work in Illinois has been done this summer under very happy auspices. Superintendent Roy Moore, of Woodford County, had a "Parents and Teachers Day" at his institute on August 13, at Eureka, and at his invitation Mrs. Young spoke on parent-teacher work to an audience of two hundred and fifty men and women, mothers and fathers and teachers. On August 24, Mrs. Young spoke on the same topic at the Jacksonville, Morgan County, Chautauqua. After the formal talk there was an informal conference in the tent of the Woman's Auxiliary.

There was a large percentage of rural people in both these audiences. The need of country communities for the help of the Congress makes us grateful for every opportunity to come into contact with new groups of country-school patrons.

At the special invitation of Superintendent Edward J. Tobin of Cook County, a Parent-Teacher Section was held on each morning of his institute, August 30-September 3. The programs, which were arranged by Mrs. Bright, were divided as follows: Purposes of Parent-Teacher Associations, How to Organize Parent-Teacher Associations, Responsibility of the Home and its Right Relations to the School, How to Maintain Parent-Teacher Associations Successfully. These section meetings took the form of round-table discussions except one, which took the form of a formal address on all phases of the work by Mrs. Bright, before the entire assembly.

Mr. Tobin announced to the Institute Assembly that he hoped that this year would see a parent-teacher association in connection with every school in the county. He has

some "home and school projects" under way which will require home coöperation to make successful and this coöperation can best be secured through help of parent-teacher associations.

He has extended to the congress the privilege of writing to every school in which there is at present no association, offering help in organizing one and he himself will write, recommending that the schools avail themselves of this help in the work. He also recommends that each new association join the state branch of National Congress of Mothers and Parent-Teachers Associations.

We shall be most happy to welcome each of these new associations, not only for the help that we can be to them, but also because their experiences and accomplishments will be a help and an inspiration to every other rural community in the state, and perhaps to some urban ones.

The state president, Mrs. Langworthy, will be grateful for copies of any pamphlet or leaflet that any state branch has found valuable for distribution and circulation in order to extend and further the parent-teacher association movement.

The members of the Parent-Teacher Association of the "Lyman Trumbull" School, Chicago, have organized a study circle as an auxiliary. They have chosen "Parents and Their Problems," the official publication of the National Congress of Mothers, as their text-books.

NEW JERSEY

The annual meeting of the New Jersey Congress of Mothers and Parent-Teacher Associations, which will be held in Trenton, November 12-13, will be of especial interest, as it will be a union meeting with the State Department of Education, and the five sessions will be devoted to the scope, methods, and value of parent-teacher associations, and the problems in whose solution the State Department wishes the aid of the parents. By invitation of the principal, Dr. James M. Green, the conference will be held in the normal school, and the congress will be the guest of ten Trenton Parent-Teacher Associations and Mothers' Clubs. The first sessions, which will be addressed by Miss Lillie A. Williams, of the Normal School, and Mr. W. D. Murray, of Plainfield, will emphasize the importance of intelligent coöperation with our schools by parents whose children are not yet of school age, in order that pupils may enter school prepared to take every advantage of the offered education, and by those who no longer have children in school but who realize the importance of a good education as a factor in

community improvement. Governor Fielder has accepted an invitation to attend the conference and is expected to speak Friday evening, when there will also be an illustrated address on "Rural Schools" by Dr. Savitz, Assistant Commissioner of Education. After an early business session, a conference on Parent-Teacher Associations will be opened, presided over by the State Commissioner of Education, Dr. Calvin N. Kendall, and addressed by Dr. P. P. Claxton, U. S. Commissioner of Education, followed by other prominent educators. This programme was arranged to meet the desire expressed by the state authorities for an opportunity to meet the representatives of the Parent-Teacher Associations and to lay before them some of the problems in which the coöperation of the various communities was greatly needed for a successful issue.

In response to the decision of the National Congress, New Jersey will create a Committee on Mothers' Clubs, realizing that this branch of the work differs widely from school organizations and should have special attention and assistance.

The board of managers held its first meeting of the season in Camden on September 18, when plans for the year's work were made. The great advantage of developing social centers as an outgrowth of the Parent-Teacher Associations, rather than implanting them as a separate movement, will be a feature of the winter's campaign.

OREGON

To the Parent-Teachers Associations of Oregon:

Several questions have arisen concerning the relation of the Oregon Junior Exposition, to be held this fall, and the various boys' and girls' industrial clubs and exhibits. These questions may be answered under two heads: (1) local exhibitions, (2) the sending of material to Portland.

1. A local junior exhibition is designed to show parents the great variety of children's interests, and the ways in which they can direct those interests into constructive work, by furnishing materials and tools. An industrial exhibit shows work continued under guidance for a period of time; it aims to secure excellence in a specified direction. A junior exhibition, on the other hand, brings out the original and unusual accomplishments of children, and shows these in great variety without competition or prizes. A junior exhibition may thus prove a valuable supplement to the industrial exhibit, bringing in children untouched by the latter.

In communities where industrial work has not as yet made much headway, a junior

exhibition may prove a good entering wedge. It arouses interest in children's occupations, and is easier to organize than an industrial exhibition. The junior exhibition should not, however, be planned if it shows signs of interfering with plans already made for the industrial exhibition.

2. It is much more important to hold a good local exhibition than to send material to Portland, and all associations should consider the exhibit chiefly from the standpoint of its local effect. It is hoped, however, that each county will send a small exhibit (at least enough to fill a box 3 x 3 x 3 feet in size) of unique and interesting things done by children. If you have such objects, please inform your county superintendent, who has been asked to appoint a representative to collect them. If there is no such representative appointed, write us directly. Objects should be selected for originality and unusualness, rather than for excellence in a prescribed task. One boy in this state, for instance, drew plans for the extension of a school building, which were later used. These would be well worth displaying.

HOW TO ORGANIZE A JUNIOR EXHIBITION

1. Decide whether you are to hold one, when and where it is to be, and whether it will be held alone or as part of a larger fair. In a small town, the use of a school building for an entire Saturday may be sufficient, in a larger town, a longer time and larger accommodations will be necessary.

2. Appoint a small committee in charge, with power to add to their numbers.

3. Spread abroad through the press, the schools and among the children, the fact that there is to be an exhibition of the things children have done.

4. Distribute entry blanks (sample enclosed) to all children old enough to read them. These blanks should be sent out from two to three weeks before the exhibition and should be marked for return to some central place by a definite date, at least a week before the exhibition. The use of the uniform entry blank enclosed, will make possible a comparative study of the interests of the children of Oregon, and the way in which they are affected by surrounding influences.

5. One week before, when the entry blanks come in, divide them into departments such as gardening and woodwork (see leaflet), assigning each to a committee of three, appointed by the original committee. Secure tables and space according to applications. If there is not enough space refuse duplicates, or change exhibits from day to day, admitting some departments one day, some the next.

6. At the appointed hour, when the children bring their exhibits, have ushers at the door, to send the children to their appropriate departments, according to the exhibit they have. Each department committee should be on hand to receive the children and place the exhibits. If properly organized, this can be done quickly. Plenty of guards should be appointed.

7. Each exhibit should be plainly marked with the name and age of the child, who should be told to return for it in person. In larger towns, identifying checks should be given each child.

8. Prizes cannot be given as the variety of objects is too great. A liberal use of blue and red ribbons, or still better, a badge of merit for all participants, may well be given.

9. Save all the entry blanks and send them after the fair is over, to Portland, so that we can make a comparative study of the interests of Oregon's children.

MRS. ARISTENE N. FELTS,
MRS. J. C. ELLIOTT KING,
MRS. ALVA LEE STEPHENS,
Committee on Junior Exhibitions.

VERMONT

The third annual conference of the Vermont branch of the National Congress of Mothers and Parent-Teacher Associations was held

in Bennington, September 9-10. The attendance was large and enthusiastic, notwithstanding the intense heat. Ten new associations have been organized during the past year.

Two national vice-presidents, Mrs. David O. Mears and Mrs. Milton P. Higgins, attended, giving inspiration and valuable information. Mr. J. S. Kelly, Field Secretary of Massachusetts, gave a fine address. Mrs. Harman was reelected president and ten vice-presidents were chosen to aid her.

Burlington Parent-Teacher Associations reported home gardens as a successful movement inaugurated by them as a means of pleasure and profit.

Over 200 children enlisted in planting seeds. The Agricultural Extension Service of University of Vermont cooperated with the Parent-Teacher Associations.

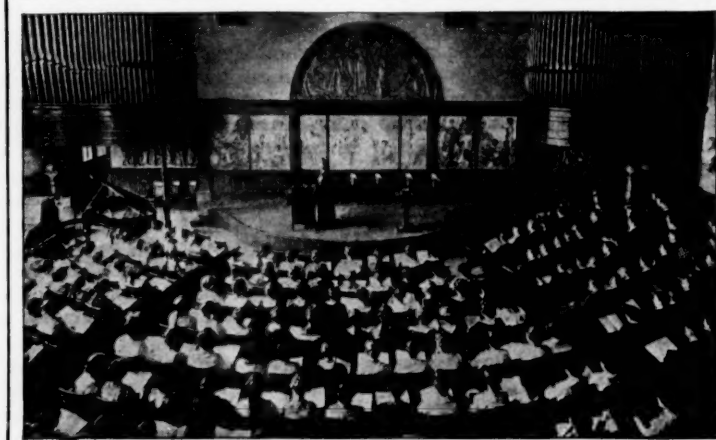
July 20, a canning demonstration with basket picnic and other features was held on the grounds of C. P. Cowles and J. E. Tracy. The summing up of the results of the season were made at a fair held on the school grounds when the day was given up to a showing of fruits, vegetables, flowers and domestic articles raised or made by the school children by their own efforts. Prizes were awarded. Mrs. W. C. Piper, West Rutland, is chairman of Gardening for Parent-Teacher Associations.

The Children's Army

No tune of tootling fife,
No beat of the rolling drum,
And yet with the thrill of life
The hordes of children come.
Freckled and chubby and lean,
Indifferent, good and bad,
Bedraggled and dirty and clean.
Richly and poorly clad.
They come on toddling feet
To the schoolhouse door ahead,
The neighboring alley and street
Resound to the infant tread.
Children of those who came
To the land of the promising West,
Foreign of face and name,
Are shoulder to shoulder pressed.
With the youth of the native land

In the quest for truth and light,
As the valorous little band
Trudges to left and right.
Creed and color and race
Unite from the ends of the earth,
Blending each noble trace
In the pride of a glorious birth.
Race and hate and the past
Fuse in a melting heat,
As the little hearts beat fast
To the stir of a common beat.
A fresher brawn and brain
For the stock which the fates destroy
Belong to the cosmic strain
Of American girl and boy.

ELIAS LIEBERMAN.



—Listening to the Victor Record of *Frühlingszeit* sung by Schumann-Heink—
High School, Trenton, N. J.

Victor in the schools of 2700 cities

The Victor has come to be precisely what we predicted three years ago, a vital factor in the work of every school.



Victor XXV
\$67.50 special quotation
to schools only

When the Victor is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

In the beginning, each individual school earned the instrument by entertainments, gathering rubber, paper, etc. Now School Boards in many cities, having had ample proof of the necessity of having a Victor for each building and playground (and often one for each floor in the larger building) are including Victors in the annual budget, exactly the same as seats, globes, dictionaries, ventilators, or any other necessary equipment.

Our recent booklet, "A New Correlation," gives sixty pages of valuable suggestions on how to use Victor Records to help in the teaching of almost every subject in the curriculum.

Send for free copy to the

Educational Department

Victor Talking Machine Co.

Camden, N. J.



Programs for Mothers' Circles and Parent-Teacher Associations

National Congress of Mothers and Parent Teacher Associations Arranges Program Provides Valuable Typewritten Papers on Child Nurture and Child Welfare Gives Program Each Month in Child Welfare Magazine

New List of Loan Papers on Child Nurture

READY IN SEPTEMBER

Over a Hundred Topics

Includes Papers by

Dr. G. STANLEY HALL
Dr. EMMETT HOLT
Professor KIRKPATRICK
Miss LUCY WHEELOCK
EDWARD H. GRIGGS

Miss ELIZABETH HARRISON
Dr. M. V. O'SHEA
Hon. BEN B. LINDSEY
Mrs. THEODORE W. BIRNEY
Mrs. FREDERIC SCHOFF

And Many Others

Special Programs for Mothers of Children Under Six
Physical Development Training in Moral Habits

READY IN SEPTEMBER

One Paper May be Kept Three Weeks—Twenty Cents

Twelve Papers May be Selected and Kept One Year—\$2.00

Orders should be sent to

National Congress of Mothers and Parent Teacher Associations

910 Loan and Trust Building, Washington, D. C.

NOW READY

Miscellaneous Reading Courses for Girls

Miscellaneous Reading Courses for Boys

Send to Home Education Division, U. S. Bureau of Education, Washington, D. C.

Parents and Teachers are invited to interest boys and girls to take these courses of reading. Especially is it valuable to those who are leaving school.

The following certificate is given on completion of the course:—

THE UNITED STATES OF AMERICA

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

This certificate is awarded by the United States Bureau of Education to.....

.....Town of.....State of

....., who has given satisfactory evidence that.....
has completed according to requirements Reading Course No....., (name of course here).

In witness whereof I have hereunto subscribed my name and caused the seal of the Bureau of Education to be affixed. Done at the City of Washington this.....day of....., A.D. 19....., and the Independence of the United States of America the.....

(Signed) PHILANDER P. CLAXTON,
Commissioner of Education.

A Prayer

Dear Lord our Heavenly Father, Thou art our Refuge and our Tower of strength. Be with us this day and help us to come to Thee in sincerity of purpose and in earnestness of desire.

Help us to open the channels of our souls to the inflowing flood of Thy Divine Love and Wisdom and Strength and Peace. May they fill our lives even to the utmost atom of our being and teach us to love Thee with all our minds and heart and strength and to love our neighbors as ourselves.

May Thy Love and Wisdom within, lead us to recognize the Divine that exists in every individual and send us forth among our fellow men in sympathetic understanding and with a greater desire to serve wisely and unselfishly: to render unto the least as unto the greatest and to forget self in doing for others.

Help us to learn self-control in thought and word and deed, to put aside resentment and criticism and to forget every fancied wrong.

Help us to let go of the desires for the unreal and strive only for the real which leads to eternal life: to lay not up for ourselves riches on earth where moth and rust doth corrupt but to lay up treasures in Heaven where thieves do not break through and steal.

May Thy Peace Descend Upon all the earth and teach every human being the larger patriotism that recognizes universal brotherhood and makes us all one with Thee.

Be With us, each one, and send out Thy help according to each individual need. Be with all those who suffer and are heavy of heart. Help them to find the lesson their sorrows would teach and to seek peace through compliance with the Divine Law.

Be with our President upon whom rests the great burden of the age. Give him the wisdom to see and the strength to act according to the Divine Light in leading the nation out of turbulency into calm.

May we all learn to say from our hearts, "Thy Will, not ours be done."

O Lord, our Heavenly Father, we come to Thee in supplication and devotion. May the words of our mouths and the meditations of our hearts be acceptable in Thy sight, O Lord, our Strength and our Redeemer. *Amen.*